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ABSTRACT

This report describes and evaluates an adult literacy education program, Project LEAD (Literacy Education and Development), at the Adrian Public Library (Michigan). The project's objectives were to: recruit functionally illiterate adults and provide reading instruction to improve literacy skills; recruit and train 65 additional volunteer tutors and match them with functionally illiterate adults for instruction; support tutor and student participants; and maintain a process by which participants can be phased into adult education classes. The report describes the extent to which these objectives were met, discusses problems and particular successes, and makes recommendations for service improvement. Substantial documentation from the project is appended. (MSE)

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Project LEAD
October 1, 1992 - September 30, 1993
Program Evaluation

PART I: General Information

Grantee:	Adrian Public Library
	City of Adrian
	143 East Maumee Street
	Adrian, MI 49221
Report prepared by:	Janet Vern
	(517) 265-2265
Grant Number:	R 167A20044
Grant Amount Awarded:	$34,999
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Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
_X_ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
_X_ Retention
___ Space Renovation
_X_ Coalition Building
_X_ Public Awareness
_X_ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____

_X_ Collection Development
_X_ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
_X_ Inmates of Correctional Institutions
___ Other (describe) _____

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach ___ LVA _X_ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

X one-to-one tutoring X small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? X yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.) As part of a program improvement project financed through the Michigan Department of Education we attempted to retest all students who have been in the program over three months. We used the same instrument used at intake, for the most that was the Slosson Oral Read Test. All learners tested measured a gain. Gains ranged from .6 to 2.6, with the fastest learner progressing 2.6 grade levels in six months. ESL students typically make slower gains even with regular tutoring.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? X yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.) Anecdotal information is recorded by staff as reported by tutors and students. In the quarterly contact with tutors, we request such data. Progress is determined by such items as taking initiative at work because they read better, getting driver's license, reading in the doctor's waiting room, etc. This year we began an extensive portfolio project. Sample documents from Wally's portfolio are included in the attachments to give an overview of learning plans and subsequent reports.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
X evaluation report
___ survey
X newsletter(s)
X other (describe)
volunteer tutor manual (draft)
Tutor Creed
Portfolio for the ALL BRIGHT student group
Adult learner portfolios
New ILP, Tutor preference sheet,
intake redesign

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 490
Of those served, how many received direct tutoring service? 118
How many hours of direct tutoring service did they receive? 7,745
How many new volunteer tutors were trained? 159
How many current volunteer tutors received additional training? 48
How many volunteer tutors (total) were involved? c. 200
How many non-tutor volunteers were recruited? 21
How many service hours were provided by non-tutors? N/A
How many librarians were oriented to literacy methods, materials, and students? 2
How many trainers of tutors were trained? 2

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

PROGRAM EVALUATION
October 1, 1992 - September 30, 1993

PROJECT LEAD

The following questions are designed to provoke thought and to help us review activities in relation to the goals and objectives stated in the LSCA Title VI grant proposal for 1992 - 1993. They are part of the total evaluation plan.

Project LEAD has two distinct components. The Lenawee County component began in 1986 and continues. The second component includes the two prisons in Lenawee County: the Adrian Temporary Facility (ATF) which began its peer literacy program in 1986, and the Adrian Regional Facility (ARF) which began this year.

Taking both components together, Project has met or exceeded all of its goals. (Ref. Part II of this report.)

The following evaluation report reflects only the non-prison component of the project. Due to the issues of confidentiality and security, and limited staff, this evaluation instrument was determined to be inappropriate for use at the prisons. Consequently, the numerical goals have been adjusted from the proposed evaluation by one half to reflect this change. Percentages are calculated on the non-prison portion of the project only and remain unchanged.

	Annual Goal	Accomplished 1992-1993
<u>Goal 1. To recruit functionally illiterate adults and provide reading instruction to improve their literacy skills.</u>		
a. Recruitment:		
* Number of persons inquiring about LEAD services	60	72
* Number of persons considered by first contact to be appropriate for LEAD	45	41
* Number of persons who come for interview	40	32
* Persons completing a learning plan	40	32
* Number of students matched with tutor	35	25
* Ways persons learned about Project LEAD		
Newspaper - 0 / PSA - 0		
Agency referral - 8 / Current student/tutor - 7		
Employer referral - 4 / Poster/brochure - 3		
Library - 10 / church - 4		
Hotline - 0 / Other: (didn't remember - 3)		
b. Reading Instruction		
* Number of students attaining 20 hours of tutoring	33	23
* Were all tutors contacted at least once per quarter?	80%	100%
* Were the entries made to all students' portfolios?	80%	yes
* Did the data/work of the students indicate progress as compared to previous quarter for all students?	80%	98%

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How can we better accomplish Goal 1 ?

The greatest source of new students is word of mouth from participants in the program or from being told by "a friend." Our adult learners have already extended themselves as recruiters in the community. We can accomplish goal 1 even better by **making more personal contacts in the community.** We should attempt to double the number of appearances we make to community organizations, especially when adult learners can also speak. **Media attention should include the tell-a-friend component** so persons become comfortable talking about the literacy opportunities.

Attempts were made to contact 100% of the tutors by telephone. If phoning was unsuccessful, letters are mailed. However, each quarter nearly 15% of the tutors did not respond with their tutoring hours, and nearly 45% did not have specific data or items for the learner portfolio. **We expect to increase tutor participation in meaningful data collection through the portfolio project** begun in August and ending with a celebration December, 1993.

Goal 2. To recruit and train 65 additional volunteer tutors and match them with functionally illiterate adults.

a.	Recruitment:		
	* Number of persons inquiring about being a LEAD tutor	60	85
	* Number of persons considered by first contact to have appropriate skills to be a LEAD tutor	50	80
	* Number of persons who attend the tutor orientation	40	43
	* Persons completing tutor training	40	39
	* Number of tutors matched with a learner	33	35
	* Ways persons learned about Project LEAD		
	Newspaper - 17 / PSA - 2		
	Agency referral - 3 / Current student/tutor - 5		
	Employer referral - 2 / Poster/brochure - 10		
	Library - 12 / Church - 8		
	Hotline - 0 / Other _____		
b.	Training:		
	* Did we conduct tutor trainings as planned	4	4
	* Were evaluations completed by participants?	100%	98%
	* Did participants rank their understanding of each of the 10 essential components above average?	80%	90%
	* Were facilities and organization rated above average?	80%	70%
	* Did all participants indicate they were confident to begin tutoring?	80%	60%
	* Was the presenter prepared, organized and clear?	90%	100%
c.	Matching:		
	* Were all tutors matched with a student within 3 weeks?	80%	60%
	* Were all of the matched tutors offered an opportunity to discuss the learning plan and materials with match coordinator?	100%	50%
d.	Were all the student/tutor pairs assigned to a satisfactory site?	80%	100%

How could we better accomplish Goal 2 ?

a. Recruitment: There appears to be a large drop off between inquiries and persons attending the tutor orientation. We could improve efficiency by identifying why persons chose not to participate. Depending on responses, we may need to make the criteria for being tutors clearer in our tutor recruitment instruments, or we may need to address programmatic concerns such as personable responses to inquiry, time and length of training, etc.

b. Training: While evaluations are always positive and indicate a much greater understanding of the essential components of the LITSTART training, tutors often exhibit a lack of confidence. **We will try more small group exercises and role plays to improve tutors perception of their abilities.**

Folding chairs which participants use during the training are often sited as uncomfortable especially for three hours of training. **We can better serve when the library gets their new furnishings for the conference rooms, or by moving the training site to a more comfortable setting.**

c. Matching: Prompt matching and opportunities for tutor/staff conferencing improved to 100% when the Tutor Specialist was hired in February.

Goal 3. To support tutor and student participants.

Have articles been reviewed and added to the resource file:		12	24
Has a quarterly newspaper been published		4	4
Were student and/or tutor meetings held each month?	Total of	12	29
	tutors:		4
	students:		25
Did students and tutors attend Reading Rally, October 10, 1992		4	12
Did tutors attend the Reading Connection Conference, March 27th		10	12
Did students attend the Adult Learner Leadership Conference?		1	3
Has student support group met monthly?		12	23

How could we better accomplish Goal 3 ?

The **student grou,** has been more active than we could have imagined. Although they got off to a slow start, meeting only on alternate months through May. Since May they have been meeting once each week. Student leadership has grown in confidence and level of activity. They have been more visible in the community as adult learners. Their recent success can be attributed to two changes in our program: (1) Three learners attended the Adult Learner Leadership Conference. By attending as a team, they had the common understanding and could support each other through the challenges they encountered as the student group developed. (2) Jerry Montague began service as the VISTA volunteer in June. Her special interest and training is in facilitating learner participation. Student support is very demanding on staff and without the VISTA commitment we could not have provided the extensive support to adult learner activities.

Tutor group support activity has declined during the year and is down compared to last year. Individualized tutor support conferences continue to be the mainstay of tutor support. This can be viewed positively since Elizabeth

Darnell has been on staff as Tutor Specialist, tutors have better direction as they begin tutoring, and can easily reach her for advice and encouragement.

However, one-to-one conferencing with staff satisfies the tutor needs for advice and encouragement to enhance the tutors' effectiveness with their students. It is not as effective in stimulating reflection and innovation, nor does it build a fellowship among tutors to impact tutor commitment and retention especially when circumstances demand that they change students. **We can better accomplish goal 3 by increasing opportunities for tutor get-togethers and in-service meetings responsive to their stated needs.**

An unfortunate oversight in designing this evaluation instrument is that we failed to include number of tutors and learners retained from previous years, and the number of tutor/learner participants who re-enrolled after a period of not tutoring, or between terms in adult education. Over one-half of our learners would fit this category. **We will add tutor retention statistics to our 93-94 data collection.**

Goal 4. To maintain a process by which participants can be phased into adult education classes.

Has the file of class offerings/registration forms etc been reviewed? (2 times/year August, December)	2	2
Have students been invited to tour adult ed facilities?	2	2
How many students visited adult ed sites?	25%	10%
How many LEAD students enrolled in adult ed?	10%	10%
How many LEAD students remained in classes a full term? year?	80%	100%
How many adult ed students received help from tutors?	All asking	yes
In classroom (no requests) In addition to classroom	100%	
Was an orientation for classroom tutors conducted?	2	n/a

How can we better accomplish Goal 4 ?

We received no requests from teachers for tutors to assist in the adult educations classrooms. This may be a positive indication that our adult learners are adequately prepared for the classroom experience. It may also be because ABE and all adult education class registrations are down significantly from past years and fewer tutors are needed. However, an **informal assessment of ABE teachers will be done to ascertain if past tutor help was satisfactory.**

Respectfully submitted

October 20, 1993

Janet Vern

Janet Vern, Project Coordinator

PART III: Narrative Report

Project Overview

To provide volunteer based adult literacy services, the Adrian Public Library instituted Project LEAD (Literacy Education and Development).

> *"Project LEAD is an organization of volunteers serving Lenawee County by providing a variety of services to enable adults to achieve personal goals through literacy. Because we believe literacy is an integral element in successful participation in our society, we provide tutoring and other educational services directly to adults desiring to increase their literacy skills, including English as a second language. We encourage and assist individuals and organizations, including business, industry, labor organizations, educational and human service providers in their efforts to promote and provide adult literacy services. Volunteers, supported by a professional staff contribute at each level of the organization."*
>
> *(Mission Statement, 1989)*

The LSCA Title VI funds have enabled the Adrian Public Library to provide an aggressive program of literacy services. The Adrian Public Library has contracted with Region II Community Action Agency (CAA) as outlined in the grant proposal. Project LEAD activities were evaluated by Region II CAA Board of Directors and the library director and found to be consistent with the Mission of Project LEAD, and fulfilling the goals and objectives of the LSCA proposal. (Reference Program Evaluation Report in attachments.)

Project LEAD continues to make significant gains in promoting literacy awareness, through the cooperation of local media, city officials, existing service agencies, schools, libraries, clubs, organizations and businesses. The awareness has paid off as an increasing number of students participate in Project LEAD and pass successfully from Project LEAD to adult education classes. New consortiums and referral networks continue to emerge to better serve the target population.

Moreover, the Adrian Public Library has become a leader in adult literacy. Media attention to Project LEAD appears to have had an impact on the public

perception of library. In addition to the more traditional view of library services, the Adrian Public Library is increasingly perceived as an active partner in meeting community needs with aggressive outreach and creative programs.

The volunteer project continues to operate in the county with sixty-nine learners tutored this year. The most significant area of growth is the area of student support. The student group has grown to a dynamic group meeting weekly. These learners call themselves the ALL BRIGHTs (Adult Learner Leaders: Bright Readers Interested in Giving a Hand Together!) and have committed themselves to using their emerging literacy skills to make a positive impact on their community. Their contributions to community activities such as Head Start, National Issues Forum, and Make-a-Difference Day have done much to remove the stigma from adult learners, and to increase the self-esteem and visibility of the library literacy project. (Ref. Goal 3 and attached newspaper articles.)

The Peer Tutoring project at the Adrian Temporary Correctional Facility (ATF) continues to grow, now having its own collection of literacy materials. The Adrian Regional Correctional Facility (ARF) now has its own project patterned after the ATF model. The Adrian Public Library supports both of these with tutor training and consultation.

1. Project Goals and Accomplishments Compared

Seven key goals were outlined to fulfill the mission of Project LEAD.

Goal 1: To recruit functionally illiterate adults, and provide reading instruction to improve their literacy skills.

Project LEAD attempts to serve all adults who seek to improve their literacy skills. The marketing strategy used by Project LEAD from its

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beginning has been four fold: (1) Word of mouth referrals, (2) Direct appeal to illiterate adults through radio, (3) Referrals through human service agencies and adult education providers, and (4) Local newspapers and printed materials.

The effort in the grant year ending 9-30-93 has been to maintain the momentum in family literacy, English for migrant workers and other areas, while expanding to more effectively meet the needs of persons with workforce literacy needs.

To recruit literacy students the following has been accomplished. (See Appendix for cooperating organizations.)

Objective 1.1: Networking

Lenawee Training and Education Consortium is an arm of the Lenawee Chamber of Commerce. The consortium includes County business, industry, education providers and now Project LEAD. The Lenawee LTEC has used its newsletter to promote recruitment of both tutors and learners. We are now exploring the extent the Adrian Public Library will link with LTEC as the central source of referrals and service for workforce literacy needs in the business committee.

In addition to this new link, The Adrian Public Library through Project LEAD has maintained an active part in the following organizations:

* Human Service Council. In monthly meetings representatives from each of the agencies inform and coordinate efforts.
* Head Start Advisory Council
* Adrian Temporary Correctional Facility and Gus Harrison Regional Correctional Facility Education Advisory Council

Objective 1.2: Network with local industry

The link with LTEC provides access to all the subscribers and was determined to be a more cost effective way to reach business and industry. On-site tutoring is being done at one site, General Motors Adrian Inland plant. We have had referrals from human resource personnel at four additional sites, but tutoring is being provided at the library, further strengthening library role and its visibility in the business community.

Objective 1.3 In-service agency/organizations

Informal in-service through Human Service Council, Head Start staff, Head Start parents, Department of Social Service MOST participants, Adrian Regional Correctional Facility, Adrian Temporary Correctional Facility.

Objective 1.4 Library branches and Rural area recruitment

* Brochures and posters regularly displayed and available through the Lenawee County Library and its eight branches. In addition, registration forms for each tutor training are routinely available at branches. The Tutor Specialist travels to branches for interviews with rural participants.

* Interviews conducted WABJ three times including one with an adult learner are broadcast county wide.

* Public Service Announcements to local radio stations were submitted regularly. News releases were sent promoting each tutor training and are on-going for tutoring.

Objective 1.5. Contact Literacy Hotline

Although we maintained our registration with the Hotline, no referrals were received. Little state wide publicity was provided this year negating its usefulness as a recruiting tool.

Objective 1.6. Student interview/learning plan

A new interview format and subsequent learning plan was implemented this

year (see Attachments). It has been very well received by tutors and learners, easing the tension of the initial meetings and effectively launching the tutor/learner pairs into lessons.

Goal 2 - To recruit and train 65 additional volunteer tutors and match them with functionally illiterate adults.

This goal was exceeded. Tutor training was based on the Michigan Method using LITSTART. A heavy emphasis was placed on current research on reading and adult learning. The project coordinator is a certified tutor trainer and conducted the basic tutor training workshops as needed. Following the success of last year, this year we again focused on retaining experienced tutors rather than training a surplus unassigned tutors. Consequently the number of new tutors may appear low relative to past years. Project LEAD has opted for trainings of under twenty persons whenever possible to insure adequate opportunity for all to participate in discussions and to enable the trainer to carefully assess the levels of understanding and sensitivity of the potential tutors.

Objective 2.1. Recruit 65 tutors

159 trained tutors resulted from the tutor recruitment efforts including the prisons.

Objective 2.1. Provide 4 - 12 hour tutor training workshops

* Four basic reading workshops were provided at the library. **Thirty-nine tutors** were trained for non-prison assignments.

* Four 12 hour basic tutor training workshops were provided at the Adrian Temporary Correctional Facility where **ninety inmates** were trained. Quarterly training are necessary to maintain a corps of approximately thirty tutors.

* A peer tutor project was begun at the Gus Harrison Regional

Correctional Facility, where a group of 30 inmates attended the training.

* The annual four-county reading connection conference was sponsored by Project LEAD at the Clinton Library. Twelve Lenawee tutors attended. The topic was English Second Language.

* A research project on instituting portfolio assessment in a volunteer literacy program was begun in cooperation with the Michigan State Literacy Resource Center. Although not completed in this LSCA Grant period, three workshops were conducted and have been received enthusiastically by the adult learners.

* Two persons, the Tutor Specialist and the VISTA volunteer, were trained as LITSTART trainers through Michigan Department of Education.

Objective 2.3 Student/tutor match

Matches were provided in a timely way for all appropriate clients applying for tutoring services.

Goal 3. To provide support for tutor and student participants.

We believe this goal to be a particular strength of the Project LEAD. We believe in the students' and tutors' drive to be successful. Because the basic training of tutors is only twelve hours, they need ongoing support. The objectives of the proposal specify a reliance on newsletters, in-service meetings, conferences, and these objectives were accomplished. Six in-service meetings, and three conferences were available for tutors, with an average of eight attending. However, the majority of tutor needs are met through individual conferences with the LEAD coordinator and with volunteer consultants to whom she refers tutors with special needs. This one on one coaching has been very satisfying to the tutors and has enabled the Project to respond in a timely manner to specific needs. It is, however, very time

consuming. As a result of the program evaluation conducted as part of the grant, we have resolved to stress more opportunities for tutors to meet and support each other.

We believe the group activities for tutors will increase program loyalty and ease the drop out rate which occurs when a tutor loses his/her student.

At the prison, the needs of the tutors are addressed by scheduling a weekly conference time for tutors to meet with the site coordinator as needed for materials and consultation and data collection. In addition, five in-service meetings were provided. In addition, a certified teacher/inmate conducts six weeks of intensive phonics for tutors and/or students.

Two regional conferences were held. Project LEAD hosted the Reading Connection, Spring, 1993 and featuring Elena Weissman, English Second Language tutor and trainer. Direct costs for the conference were met through a staff development grant from the Michigan Department of Education. Project LEAD coordinator, volunteers and students were active in planning and implementing the conference.

Student support is the major area of growth in this grant period. Statistics compiled by the VISTA volunteer in 1992 showed that the number of students served was increasing, but that the total number of contact hours per student was decreasing. Consequently, student support became an area of focus. Student support group had met monthly in the fall, faltered during the winter and exploded in the Spring after the Michigan Adult Learner Leadership Conference.

Beginning in May, the students took over leadership of the support group, assessing their needs and planning meetings to meet the needs. They named themselves the ALL BRIGHT group (Adult Learner Leaders: Bright Readers

Interested in Giving Help Together). Their mission is to use their emerging literacy skills to help themselves and others in the community. The All-Brights have compiled their own portfolio of accomplishments (Ref. attachments for its table of contents) and have been meeting weekly since May.

Objective 3.1 Tutor access to current research

Staff has accumulated a file of tutor friendly articles to share with tutors and has highlighted some of them in the newsletter.

Objective 3.2 Quarterly newsletter

A tutor newsletter was published quarterly. (samples attached). In addition, the adult learners began publishing their own newsletter, the *Leading Edge*, after a representative of the *Daily Telegram* facilitated a series of learner workshops. (Ref. news article and sample newsletter attached)

Objective 3.3 Monthly tutor and/or student meetings

Tutors met only four times this year. Interest in meetings has been replaced by the personalized response in one on one conferences with staff members or by the two regional conferences.

Students met twenty five times with topics which included active listening, purposes of a support group, becoming comfortable with the newspaper, writing a newsletter, using a checking account, writing a resume. In addition, the group will facilitate the student component of the 1993 Reading Rally on November 6th. One student plans a presentation to tutors on using *Challenger* successfully with adult learners.

Objective 3.4 Tutor resource persons

We continue to maintain a list of tutor resources. One especially valuable contribution is being make by Jacqueline Hill, Reading Specialist at

Adrian College who has facilitated the portfolio research project and conducted portfolio trainings for both learners and tutors.

Objective 3.5 Regional conferences

Reading Rally (October 10, 1992)	5 students, 8 tutors
Reading Connection (March 27. 1993)	12 tutors, 2 staff
Adult Learner Leadership Academy	3 students, 1 staff

Objective 3.6 Learning plan and follow-up conference

The match coordinator's official title is Tutor Specialist. She designs learning plans for all incoming learners (see sample attached) and follows up within three weeks of the match. The one-hundred hour requirement has been altered somewhat to satisfy the requirements for federal aid to ABE learners. Consequently, students are interviewed upon exiting the program, or in August/September.

In the prison program, tutor/learner support was provided by the ABE teacher on staff. Tutors reported their activities on a time sheet (sample attached) for her review and recognition. Tutors were put on call-out once per month so they would have opportunities to consult with her as necessary.

Objective 3.7 Collecting writing samples/portfolios

This has been difficult to implement. While tutors have been asked for samples and portfolio items, they were not forthcoming. With the initiation of the portfolio project, both tutors and learners were invited to workshops on developing portfolios. Unexpectedly, learners were more open to the idea than tutors. Consequently, we have altered our procedure to request items directly of students. The ALL-BRIGHT group portfolio has been an excellent device for implementing portfolios. (Ref. Wally learning plan and samples from his portfolio attached)

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Objective 3.8 Tutor mentors

Tutor mentors have not been active this year in the way we had anticipated. The need for mentors has been eased by the Tutor Specialist. However, she has referred individual tutors to experienced tutors for encouragement. In addition, experienced tutors have begun speaking with new tutors as part of the LITSTART training. When learners need to change tutors for matters of scheduling, etc., the retiring tutor acts as mentor for the tutor who takes over the assignment.

Objective 3.9 Monthly file review

Each file is reviewed monthly according to the LVA plan by staff or volunteers. Volunteer tutor response to phone messages and letters remains a challenge.

Objective 3.10 Student contact

The student support group and the VISTA volunteer assure that each learner has contact with Project LEAD.

Objective 3.11 Student Advisory Group

The group met twice. Its responsibilities have been absorbed by the Adult Learner Leaders and the ALL-BRIGHT group.

Objective 3.12 Student Support group

The group met monthly until May and now meets weekly. Total: 25 meetings.

Goal 4. To maintain a process by which participants can be phased into traditional adult education classes.

This goal addresses illiteracy by avoiding duplication of services and by providing a means of upward mobility as skills and confidence improve. Objectives 4.1 through 4.5 have been accomplished as outlined. The success of this goal is evidenced by the number of students who enter Project LEAD with

goals of moving on to other adult education endeavors. This year two LEAD alumnae completed his high school diploma. Most LEAD students continue in ABE, ESL or amnesty classrooms. However, this year, three moved into high school completion.

Goal 5. To maintain an Adult Literacy Resource Center through acquisition of materials for adult learners.

The Adrian Public Library has an extensive collection of instructional and leisure reading materials appropriate for adult new readers. The collection is displayed in the literacy rooms at the Adrian Public Library, providing easy access for students and staff.

Because student writings and real life materials lend themselves to transfer to daily life needs, Project LEAD has concentrated on "publishing" student writings. Student stories and articles are displayed in the literacy rooms, first individually as they are written, then in the student newsletter. "Publishing" and sharing of student writings has been an important addition to the literacy collection and have proved popular with students and tutors alike. In addition to publishing articles, students have become active in creating crossword puzzles, cloze exercises and word searches using Apple Computer software. This has proven to be a most effective learning exercise of the students creating the exercises and has stimulated student use of the computer for learning.

Objective 5.1-5.2. Informal needs assessment is on-going.

Material purchased or borrowed from the general collection are located by volunteers and library staff.

Objective 5.3 Purchase leisure reading and instructional material

Because students and tutors create their own materials, the Adrian Public

Library was able to stay within the relatively low budget amount. LITSTART manuals were purchased for tutors.

All new books were located and purchased in response to tutor/student requests for specific topics, adult format, and information written on an instructional reading level. Special attention was given this year to Orton-Gillingham materials to meet the need of learners who need specific, multi-sensory materials to learn decoding and encoding.

Objective 5.4. Student writings

Student writings are displayed on the bulletin board reserved for "Successful Writers." Student writings are also readily accessible in the ALL-BRIGHT portfolio and the *Leading Edge*.

Objective 5.5 Students and word processing

The VISTA volunteer has helped four adult learners learn the Print Shop, Apple Personal Publisher, and the Appleworks word processing program to meet Project LEAD needs.

Objective 5.6 Bibliography

Bibliographies are available to tutors, libraries and ABE programs. In addition, a new bibliography of children's books recommended for new adult readers was compiled this year.

Children's books in paperback form have proven very popular with adult new readers who are parents, care givers or grandparents. Predictable books, books with repetition, rhyme and pictures, aid the beginners in independent reading using the context. Tutors also favor children's books as the children aid in motivating the parents, looking for new books after each of the parent's tutoring sessions and begging to be read to. These have proven particularly useful with Head Start parents and parents in at-risk families. A

sample lesson plan for using children's books was developed and is included in the attachments.

Goal 6. To continue a public awareness program focusing on the illiteracy problem and Project LEAD.

Each of the specific objectives of this goal were met as outlined in the proposal. Cooperation with other educational programs and the Lenawee Chamber of Commerce, emphasis is moving to promote the message of hope and enthusiasm for adult learning, and away from the negative stigma of illiteracy. The student advisory board has been outspoken in critiquing promotional materials.

Objective 6.1 Literacy Awareness Activity

In cooperation with the Daily Telegram and the Lenawee Chamber of Commerce, the third annual Corporate Spelling Bee was held during literacy month. (Ref. attached newspaper articles)

Objective 6.2 Radio promotions

PSA's are submitted to local radio stations. In addition, three live interviews were conducted, including one with an adult learner.

Objective 6.3 Articles in Daily Telegram

Four full page feature articles were published in addition to an adult literacy supplement published during literacy month and featuring two interviews with local learners and tutors. Additional coverage was given in conjunction with the Corporate Spelling Bee.

Objective 6.4 Chamber of Commerce Newsletter

One article published. In addition, promotional items were included in the LTEC newsletter.

Objective 6.5 Letters to business

Fifteen letters were not sent to business as proposed. Instead, the

library used the existing business network, publishing an article in the Chamber of Commerce and LTEC newsletters. Both organizations have a strong position of credibility in the business community. Follow-up phone contact was make with five business. One has established on-site tutoring.

Objective 6.6 Posters

Distributed to doctors' offices, human service agencies, laundry mats and restaurants around the county using Zonta help. In addition, brochures are distributed at the following:

* local churches. Print ready clip art and sample ads are mailed to one hundred churches
* with Head Start as part of parent orientation
* with DSS client advisory group and subsequently with counselors

Objective 6.9 Speakers' bureau

Two students have volunteered for the speaker's bureau to accompany speakers promoting literacy activities. Through the ALL-BRIGHT support, many students have consented to be interviewed and photographed by the local press. One student/tutor pair was interviewed on video tape and photographed to show how United Way and Volunteer Center help promote literacy. The tape was used extensively as part of the United Way campaign.

Goal 7. To cooperate and coordinate services with state and local adult education agencies, the Lenawee Library System and other providers of literacy related services.

Project LEAD staff has become increasingly active in a leadership role in state and local adult education.

State Activities

Project LEAD is committed to active participation in state literacy activities. The following are some of the activities of the Project LEAD coordinator:

*Project LEAD coordinator is a certified LITSTART tutor trainer and has provided basic tutor training in Jackson and Hillsdale counties, and in-service training to Hillsdale.

*Served on the planning committee for the Michigan Student Leadership Academy

Regional Activities

On a regional basis, the following was accomplished:

* Project LEAD staff has exchanged visits with Washtenaw, Hillsdale, Jackson, for the purpose of sharing ideas. In addition, she has attended regional and state meetings on literacy issues.

* Michigan Department of Education Region 5 facilitator has visited Project LEAD as a consultant, to facilitate the Reading Connection and to assisted in acquiring the VISTA volunteer. Her knowledge of state issues and resources has been a valuable resource for Project LEAD.

* Hosted the Reading Connection (see above), a four county sponsored tutor training workshop.

* To attend SEMLIT bi-monthly meetings and/or Region 5 coordinators meetings. Meetings have enabled them to jointly sponsor the Reading Rally in October, and the Spring Reading Connection in April. In addition, the group has focused on such issues as awareness, financing, and assessment, pooling their expertise and resources to better serve their counties.

Local Activities

* Coordinator serves on the advisory board of the Gus Harrison Regional/Adrian Temporary Academic/vocational Community Advisory Committee.

* Coordinator has networked with local business and industry through the Lenawee Chamber of Commerce educational consortium.

* VISTA literacy volunteer works closely with VISTA volunteers in Community Mental Health, Head Start, National Issues Forum, Lenawee County Extension Service and United Way Volunteer Center especially in areas of public awareness and student/volunteer recruitment.

National Affiliation

* Affiliated with literacy Volunteers of America.

* Project Coordinator and volunteer trainer have both been certified to provide LVA training in methods of tutoring adults in small group settings and cooperates in evaluation of the small group training.

2. Expenditures/budget compared

		LSCA-VI Budget	Expenditures
F.	Contractual Services	$33,650	33,650
G.	Library materials	1,000	1,000
H.	Other	349	349
	Total	$34,999	34,999

The Library Director is rigorous in reviewing budget and expenditures. Moneys were spent as proposed. Region II Community Action Agency, with which the library contracts for personnel and services, reports outlays monthly and is within the parameters outlined in the contract.

3. Activities

Activities have been as detailed as space will permit in section 1.

However, a few words can be said regarding the work done to assure compliance with the intent of the Disabilities Act. Meetings were held on a regional basis with Kathy Peterson, attorney for ADA in ACTION. As a result, Project LEAD is redesigning its student intake form, and has integrated a Tutor Creed into its tutor intake materials. A copy of the creed is attached. Tutors will be in-serviced in 1994 to assure their understanding of the disabilities act. Following that, a sensitivity component will be added to the basic LITSTART training. These activities reflect a new depth of understanding of equal access and opportunities to which we have been committed

4. Library role

The Adrian Public Library staff has played an integral role in the literacy program. The director is directly responsible to oversee the project and is in regular contact with the program coordinator and is the liaison person with the Region II Community Action Agency.

Most of the tutoring takes place in the Adrian Public Library in the 1400 square feet of space dedicated to the literacy program. Consequently, the staff is the first point of contact for incoming students and tutors. They have been active in recruiting students and encouraging them. They have proven to be sensitive and caring, willing to escort students, help register for library cards, etc. The Adrian Public Library is a city library, however, it has extended its adult literacy activities to all Lenawee County residents free of charge. In order to do so, a special category of adult literacy books and a special check-out procedure is maintained. Staff provides orientation to the library as needed for tutors and students. The librarians for children and youth collections have been invaluable in helping tutors and students access materials in the general collection.

In addition, The Adrian Public Library has become known for its leadership and resources for adult literacy programs. Adult education teachers in the intermediate school systems and both prison schools access the collection to supplement their resources. The literacy coordinator is called upon to participate in proposals and planning for services in conjunction with the human service agencies, schools and the business consortium, frequently hosting the meetings.

5. Agencies and Organizations Recruited

The Adrian Public Library has built an impressive network of agencies who participate in disseminating information and referring students and tutors to Project LEAD. (Ref. Goal 7) Supporting organizations are listed in the appendix.

The Lenawee County Library system distributes information for each tutor training, provides tutor sites in each of its branches and hosts tutor training as needed.

The Adrian Public Schools continues to be an active supporter providing referrals, tutoring sites, co-sponsoring the Reading Connection Conference, and providing in-service for tutors.

The Lenawee Training and Education Consortium (LTEC) provides access to an extensive consortium of business and industry leaders concerned with joint efforts for employee training. Project LEAD information is included in its newsletter.

The Lenawee Chamber of Commerce helps with literacy awareness and jointly sponsors the Corporate Spelling Bee annually to promote business awareness of the literacy issue and as a fund raiser for Project LEAD.

Michigan Department of Education, Adult and Extended Learning provides resources from the state level. Through the Region 5 facilitator the state provides opportunities to network, enabling such events as the annual Region 5 Reading Rally, the Spring Reading Connection and participation in the State Literacy Conference and Student Leadership Congress.

6. Libraries and Other Sites

The most active site for tutor/student meetings, tutor training, support functions is clearly the Adrian Public Library, including the literacy rooms and the community rooms. In addition, the following is a partial listing of sites.

Adrian Head Start
Adrian High School, Adult Education,
Adrian Regional Correctional Facility (library, school, and resident units)
Adrian Temporary Correctional Facility (library, school, and resident units)
Clinton Public Library
General Motors Inland Plant
Hope Recreation Center
Hudson Public Library
Lenawee County Library and its branches.
Lenawee Human Services,
Morenci Memorial Library
Region II Community Action Agency
Springbrook School, Adult Education Department,
Tecumseh Library

7. Impact

The Adrian Public Library has established Project LEAD as an integral part of the Lenawee County education opportunities for adults, helping functionally illiterate adults begin the process of becoming literate. The friendly, non-threatening atmosphere continues to be a first point of inquiry for adults with reading and writing difficulty. The Adrian Public Library is committed to actively support volunteers by providing tutoring sites, learning materials, publicity, and miscellaneous in-kind services.

It is the LSCA funding which enables the library to continue to add to the literacy collection responding to the needs of its patrons.

Moreover, LSCA funding enables the Adrian Public Library to take an aggressive role in providing literacy services. The Literacy Coordinator extends the literacy services to include an ongoing program of community awareness, tutor/student recruitment and support. Equipped with a Masters in Reading from Eastern Michigan University, she consults with patrons about the reading process and the specific needs of adult learners, helping to design and evaluate individual learning plans.

As a direct result of Project LEAD, the Adrian Public Library is able to link with other community organizations as a catalyst forming new programs such as the Lenawee Training Education Consortium and the Adrian College Student Literacy Corps. It is included as a resource for various community programs such as the Lenawee Intermediate School District's parenting classes, and the Lenawee Head Start parents' programs. The needs of the adult learners are being met as never before, and the library is recognized for its leadership as well as its resources for literacy.

APPENDIX

Organizations cooperating with Project LEAD for the purpose of referrals, disseminating information and contributing in-kind services, including space for tutoring, includes but is limited to the following:

Human Service Agencies:

Adrian Head Start, 1246 West Maple Ave., Adrian
American Red Cross, 204 North Broad, Adrian
Call Someone concerned, 155 North Main, Adrian
Catholic Social Services of Lenawee County, 307 E. Church St., Adrian
Community Mental Health Services, 1040 S. Winter, Adrian
District Court Probation Dept., 425 N. Main, Adrian
Family Awareness Center, 213 Erie St., Adrian
Family Counseling and Children's Aid, Mill Road, Adrian
Family Counseling and Children's Services, 213 Toledo St., Adrian
Foster Grandparents Program, Lenawee County Department on Aging, 1040 N. Winter, Adrian
Goodwill LARC, 600 E. Beecher St., Adrian
JPTA, Lenawee Employment and Training, 1040 S. Winter, Adrian
Lenawee County Cooperative Extension Service, 1040 S. Winter, Adrian
Lenawee County Jail, 405 N. Winter, Adrian
Lenawee Institute, Sutton Road, Adrian
Lenawee County Health Department, 1040 S. Winter, Adrian
Lenawee Job Club, 199 N. Broad St., Adrian
Lodis Bail Bonding Agency, 223 N. Broad St., Adrian
Michigan Department of Social Services, Lenawee County Office, 1050 S. Winter, Adrian
Michigan Economics for Human Development, 199 N. Broad, Adrian (MEHD is currently without funding and not in operation)
Michigan Rehabilitation Service, 1040 S. Winter, Adrian
Region II Community Action Agency, 848 Hoch Ave., Adrian
Sage Center for Substance Abuse Treatment, 818 Riverside Ave., Adrian
Salvation Army, 217 West Church, Adrian
Social Security Administration of Lenawee County, 1040 S. Winter, Adrian
United Way of Lenawee County
Veteran's Administration of Lenawee County, 1040 S. Winter, Adrian
Volunteer! Lenawee Lenawee Volunteer Recruitment Services, 108 S. Main, Adrian
United Way of Lenawee County, 108 S. Main, Adrian

Business and Industry

Adrian Packaging Corporation, 540 Center St., Adrian
ACCO Controls Group, 1022 E. Michigan, Adrian
AMCO Manufacturing Co., 545 Industrial Dr., Adrian
Anderson Development Co., 1415 E. Michigan, Adrian
Bank of Lenawee County, 102 E. Maumee, Adrian, MI
Cargotainer, Division of Adrian Fabricators Inc., 412 W. Beecher, Adrian
Chaloner's Cigars & Cigarettes, 108 W. Maumee, Adrian
Christian Bookshelf, 140 E. Church, Adrian
Croswell Opera House, 129 E. Maumee, Adrian
Dura Corporation--East, 1365 E. Beecher St., Adrian
Ervin Amasteel, Division of Ervin Industries, 915 Tabor St., Adrian
Executive Computer Services, Inc., 1206 Trenton, Adrian
Greg Bell Chevrolet, Inc., 1313 W. US 223 Adrian
Inland Division-General Motors Corp., Adrian Plant, 1450 E. Beecher, Adrian
Jacobs Plastics Inc., 381 Miles Dr., Adrian
J.C. Penney Co., Adrian Mall, Adrian
Lenawee Computer Inc., 825 West Beecher, Adrian
Lenawee County Chamber of Commerce, 216 N. Main, Adrian
Lenawee County United Auto Workers, 1360 W. Beecher, Adrian
Lenawee Tomorrow, 216 N. Main, Adrian
Marco Products Inc., 348 Wabash St., Adrian
Morenci Rubber Products Inc., 555 W. Main Morenci, MI
Oliver Instrument Co., 831 Division St., Adrian
PPG Industries Inc., 961 Division St., Adrian
Roto Plastics, 1001 Division St., Adrian
Swenk-Tuttle Press Inc., 320 Springbrook, Adrian
Venchurs Packaging, 800 Liberty St., Adrian
Wacker Silicones Inc., 320 Sutton Road, Adrian
Walden Books, Adrian Mall, Adrian

Libraries

Adrian Temporary Correctional Facility Library, Parr Highway, Adrian
Adrian Public Library, 143 East Maumee, Adrian
Addison Public Library, 102 S. Talbot, Addison
Britton Public Library, 118 S. Main St. Britton, MI 49235
Clayton Branch Library, 11029 Center St., Clayton, MI 49235
Gus Harrison Regional Correction Facility Library, Parr Highway, Adrian
Lenawee County Library, 4459 W. US 223, Adrian
Onsted Branch Library, S. Main, Onsted, MI
Ridgeway Branch Library, Hall Memorial Building, Ridge Highway, Ridgeway, MI 49275
Siena Heights College Library, Siena Heights Drive, Adrian
Shultz-Holmes Memorial Library, 407 S. Lane, Blissfield, MI
Tecumseh Public Library, 215 N. Ottawa, Tecumseh, MI

Churches and Organizations

Bethany Assembly of God, 2045 E. US 223, Adrian, MI
Bread of Life Evangelistic Fellowship, 212 Front, Adrian
Christ Episcopal Church, 720Riverside, Adrian
Christian Mission, 142 E. Church St., Adrian
Dominican Motherhouse, 1257 E. Siena Hts. Dr.,Adrian
First United Methodist Church, 1245 W. Maple, Adrian
Good News Evangelical Ministries, 609 Frank St., Adrian
Jesus is Lord Ministries, 140 Toledo St., Adrian
Lenawee County Association of Retired School Personnel
Lenawee County Human Service Council, 1040 S. Winter, Adrian
Lenawee County Ministerial Association, 119 N. Broad, Adrian
Lenawee County Personnel Directors, Association, Adrian
Our Savior Lutheran Church, 751 N. Maple Grove, Hudson, MI
St. Elizabeth Catholic Church, Union Street, Tecumseh, MI
St. Mary's Catholic Church, 305 Division, Adrian

Education

Addison Public Schools, Addison, MI
Adrian Adult Education, 785 Riverside, Adrian
Adrian College, 110 S. Madison, Adrian
Adrian Public Schools, 159 E. Maumee, Adrian
Lenawee Community Education Consortium, 4107 N. Adrian Hwy., Adrian
Lenawee Intermediate School District, 4107 N. Adrian, Adrian
Lenawee Christian School, 1800 West US 223, Adrian
Lenawee Vocational Technical Center, 2345 N. Adrian Hwy, Adrian
Porter Education Center, 2946 Sutton Rd., Adrian
Siena Heights College, 1247 E. Seina Heights Dr., Adrian

Media

ACCESS Communications Inc., 155 N. Winter, Adrian
Daily Telegram, 133 N. Winter, Adrian
Hudson Post Gazette, 113 S. Market, Hudson, MI
Morenci Observer, 120N. Morenci, Morenci, MI
Tecumseh Herald, 110 E. Logan,Tecumseh, MI
WABJ Radio-15, 121 W. Maumee, Adrian, MI
WLEN Person to Person Radio, 249 1/2 S. Main, Adrian, MI

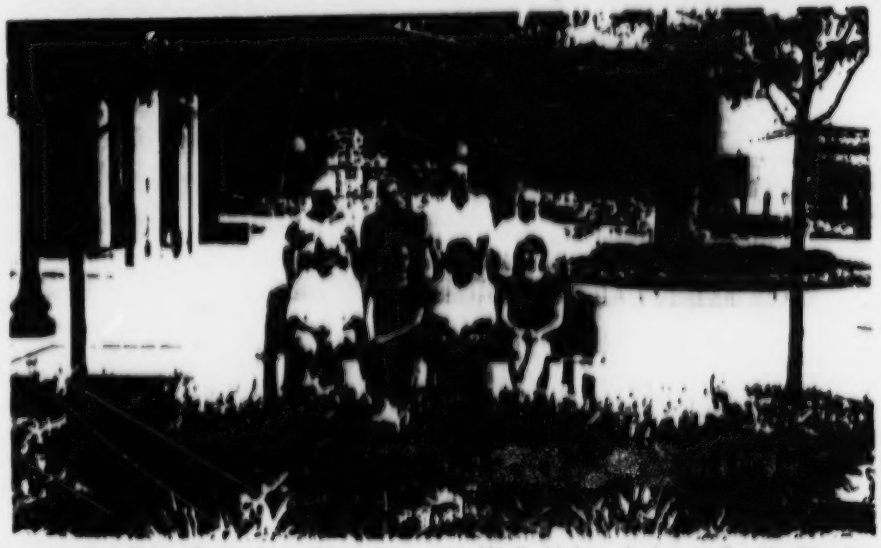
Project LEAD
THE LEADING EDGE
Vol. 1, No. 1, Summer '93
"Each one Reach one"

The Leading Edge is YOUR Newsletter!

Welcome to the first edition of the Project LEAD newsletter. The newsletter is being written by adult learners for other learners, tutors and future learners and tutors.

The Leading Edge will highlight the positive approach Project LEAD takes to learning. The Leading Edge will come out quarterly and welcomes poems, stories and other contributions from all learners and tutors.

For more information please contact Kathy Robertson at 265-7205.



The Leading Edge Staff: Standing left to right, Wally Holcomb, Leroy Smith, Tim Ruple, and Joe Haley. Seated left to right, Kathy Robertson, Kris Balasz, and Adele Negrete and Jerry Montague.

Lead Learners Attend NIF Conference

We have been thinking about how to be a leader. 1. Show up 2. Listen up 3. Speak up 4. Fire up. **Wally Holcomb** and **Adele Negrete** have taken these qualities to heart. They attended the National Issues Forum (NIF) at Michigan State University in East Lansing July 26th-28th.

Adele and Wally showed up at each Forum or large group discussion and at the small group discussions. Public issues were deliberated. This is to talk about the issue without arguing. They listened up to find that the moderator's job begins by making everyone comfortable. He or she must remain neutral and keep the discussion going. He or she must be sure that everyone has a chance to speak. Wally was told about a way for everyone to know who should be talking. This was to pass the "microphone". The one who has the "mike" is given to the next person, A pen or something else may be used as the "mike".

Wally and Adele spoke up in the study circle. This is the small group discussion. They gave their views on the issues, "The Poverty Puzzle" and "Growing Up At Risk".

Wally and Adele came back from the conference fired up and ready to share everything they had learned with other LEAD Learners.

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From the Learners...

It seems that there was this state trooper sitting beside the interstate highway watching traffic go by. He notices one vehicles in particular being driven very carelessly. He revs his engine, peels out, and chases the driver down. Upon walking up to the supspect, he glances down and sees a Bible on the seat beside the driver. The trooper says to the driver, "You know why I stopped you, I speculated that you had been drinking very heavily." The driver responds, "don't worry about me officer", patting the good book, he explains "The good lord is riding with me tonight". The trooper shourted back, "In that case you better let him ride with me, I think he will be a lot safer that way".

*Anyone who has met **Wally Holcomb** will not be surprised that Wally submitted the above.*

On July 26 I was driving by the Guardian Manor Nursing Home in Hudson. I saw the firetrucks there. I stopped to see if I could help when I saw fire coming out of the building.

Dennis Pickford, the Hudson ambulance supervisor, said I would help put the patients in the ambulance. I helped the patients who were already on the lawn to get into the ambulance.

Then I rode in the ambulance with some of the patients to the fire barn and helped unload them.

Everyone got out and evryone was safe. There were about sixteen people in the nursing home.

The fire burned the building very bad. Some of the patients went home with their families.

I was glad I was there to help.

*Contributed by **Robert Joe Haley**.*
***Editors note.** Not everyone is willing to pitch in and help in a risky situation. I'm betting that the people Joe helped to safely think he's quite a hero. I do also. It's nice to know there are people like Joe around willing to help. Nice going Joe!*

SUPER!

My tutor, Betty House, is very helpful on words and everything. She keeps telling me I'm doing good, I'm doing great. Sometimes she sees I get frustrated. Then when I get things right she says very good or super. She's taught me alot and I think she's super.

*By **Robert Joe Haley***

From the Learners will run in each issue of The Leading Edge. Please submit any poems, stories, recipes or special lessons or other items of interest to The Leading Edge office at least two weeks before the next edition of the newsletter. Anonymous contributions welcome.

Project Lead

1. Show Up
2. Listen Up
3. Speak Up
4. Fire UP

Upcoming Events

1. <u>How to use the Dictionary</u> a special class offered by Kathy Robertson. Kathy will lead small groups in a class on how to use the dictionary most effectively. Discussions will also focus on learning the meaning of some common but difficult words. Contact Kathy at 265-7205.

I N F O R M A T I O N

For more information about **Project LEAD** or to contribute to **The Leading Edge**, contact the Project Lead office at 265-7205.

Project LEAD always welcomes new learners and is in need of additional tutors. Find out just how easy it is to help yourself or help others.

PROJECT LEAD

THE LEADING EDGE

Each One Reach One

FALL 1993

JTHE ALL BRIGHT GROUP WISHES YOU.

Merry Christmas & Happy New Year

The Leading Edge is YOUR Newsletter!

The ALL BRIGHT Group welcomes you to the second edition of our newsletter, The Leading Edge. The newsletter is being written by the adult learners for other learners, tutors and future learners and tutors.

The Leading Edge highlights the positive approach Project LEAD takes to learning. The Leading Edge is a quarterly publication which welcomes poems, stories and other contributions from all learners and tutors.

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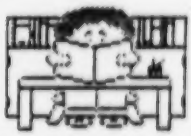
PROJECT L.E.A.D.



Come on in.
We would like to meet you and
help you in any way that we can.

Our program is designed for you. So if you would like to meet us, just come in and we will be glad to help in the best way that we can.

So don't be late.

Now is the time to improve your life. We have all types of programs to meet your needs. Schooling and many more are available.

So let's get together.
So we will be able to help you any way that we can.

Now is the time to meet Project LEAD.

by James Bowen

STUDENT BECOMES TUTOR

I was a student at Project LEAD and now have become a tutor. I was a student for 4 years and with all the work I have done with my tutor I want to repay what I have learned from my tutor and pass it on to others.

I enjoy my work with my student very much. She is writing and reading more than she did before.

by Kathy Robertson

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FROM THE LEARNER'S PEN

The Long Way Back

Robert is a very remarkable person. He has learned to write better with the left hand than some can write with their right hand.

He was a high school graduate but the stroke took him down to a 7+ level. He has improved 50% in just seven months.

He is certainly a good example of what a person can do with one eye completely gone (left eye wavers), portion of tongue and entire right side paralyzed.

Both handicapped and otherwise could take a lesson from this wonderful man.

Fred and Opal Dickinson

It was a bright summer day. The time was about 9:15 in the morning. I just finished putting a cartoon tape in the vcr for my three year old son. I had gone to the kitchen for coffee and I began to feel real different. The next moment I was out cold.

I had gone into a coma and was rushed to Herrick Hospital where they took me into the emergency room. By the way - this is a true story. I AM THE MAN.

At the hospital they tried in vain to revive me but it seems nothing worked. They then talked with my wife Clara and the dooter had decided to call life flight. At that time I was slipping farther into a deep coma. I was told they put me aboard and assured Clara they would make me as comfortable as they could for the trip to Ann Arbor. Before taking off they told my wife they didn't really think I would make it.

My wife says that upon arrival they told her I had suffered a massive stroke. At that time they tried to bring me out of my coma but all in vain. My wife and family were called together and informed I would be a vegetable if I came out of the coma. They also asked for permisson to use the organs so that someone could live as they were sure I would never come out of the coma. Later they came to her to say they could not use my organs due to the massive stroke.

They just decided to wait and on June 9th I started coming in and out of the coma. I had come to think that all the IV's were poison but I could not pull them out.
I then realized I was paralyzed on both sides. I could not move. I was scared and cried out but realized when nothing came out I could not talk. Then came the long wait to see what might return. For the next two weeks I just laid there.

My right eye was so bad it was being pushed out by hemmorraging. They decided it was necessary to sew the eye shut.

Next they said I was breathing backwards and I would have to learn to breath the right way. I tried so hard but it took weeks to learn.

As I said, I could not talk so the therapist came in with an ABC Board. We used it to communicate back and forth.

When they learned I could not use the call light, the very next day the maintenance man had made a call light and placed a ball under my arm pit. It worked out fine and I was then able to call a nurse when needed.

In order to breath they would drain my lungs every hour. I laid there for a month. The respitory therapist came in every day and try to sit me up in bed. I lasted about three seconds. Doing this every day I worked up to four or five seconds.

(continued Page 3)

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Reading Rally 1993

For three or four meetings the ALL BRIGHT Group brainstormed ideas for the Student Round Table at the Reading Rally in Jackson, Michigan on November 6, 1993. For an icebreaker we chose to talk to one person we did not know. We would learn about each other by asking questions. After we got to know each other we introduced each other to the group over the "mike."

After these introductions, Kathy Robertson talked about Project LEAD's ALL BRIGHT Group and many of the projects we have been involved in this fall. These included the Make a Difference Day contribution to the Pediatric's Ward at Bixby Medical Center, the National Issues Forum on Education, our T-shirt project, and our newsletter among others.

After lunch we went to the study group of our choice. These included a Strategy Fair, Goal Setting and Self-esteem, Using the Newspaper, and a Portfolio lab.

The Reading Rally was a big success. We met a lot of people who expressed themselves on the open mike. The open mike was an opportunity to read or tell about what you are grateful for or to tell of some success you are proud of. There were some very touching stories told. We all felt very comfortable because we were all in the same shoes.

by THE ALL BRIGHT GROUP

The National Issues Forum

I am on the committee in Adrian to determine what subjects the National Issues Forum in Adrian will talk about. We also decided how and who to invite to the forum. I go and give people the literature and I give them a personal invitation.

When we had the last NIF discussion for the whole community almost thirty people came. Nine were from Project LEAD. We had been reading about the problem and discussing it at two Project LEAD ALL BRIGHT meetings. Everyone from our group said something. I felt good about our group going to the meeting. I know they will go again.

Why NIF is important to the ALL BRIGHTS? No two people will solve a problem the same way, but NIF gets people talking. Each person can state how they feel about something.

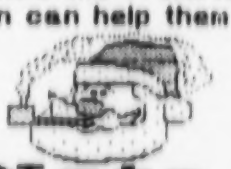
By Wally Holcomb

From Chester

To Students and Staff

I for one understand that now days it is hard to accomplish goals that we try to achieve in life. It always seems we need the right tools to do this, no matter what it is. It can be by learning, understanding or caring that we accomplish these goals.

But now comes the time to give a little back for all Project LEAD has done for Rose over the years. I know the T-shirts would mean a lot to the program as a whole. I hope this donation can help them achieve their goal. Again, many thanks and keep up the work.



Sincerely,
Chester Barker

A Note To Chester

Thanks for your support. The donation helped us get our T-shirts sooner. It made it possible for all of Project LEAD to be dressed in group T-shirts at the Reading Rally. We appreciate all your help.

The ALL BRIGHT Group

The Long Way Back

Continued from Page 2

Eventually they put me in their rehab program but I was told there was a waiting list. After begging and promising the doctors I would do my best they put me in the program. My therapist would slide my left leg up and down with a pillow case with help. The weeks went by and by.

My wife and son would come to see me and give me all their love and support. The weeks went by. Soon they sent for an aide to take me down in a wheelchair. They first began with all kinds of different exercises which my therapist put me though. This was done each day for a month trying to bring my body back.

After returning to my room and resting in my bed I would think why did all this happen to me. I was only feeling sorry for myself. Finally I decided I'd have to get off my sad case and do it on my own as nobody could do it for me.

I was hospitalized at St. Joseph Hospital three months and a month in Herrick Hospital. It was at Herrick that I learned to walk, feed and bathe myself, move from chair to chair by myself and walk with a cane.

At this point I returned to my home, leaving the wheelchair in the trunk. I crawled or rolled to the house and to wherever I needed to go.

I still have to sleep sitting up at a 45 degree angle because of the paralysis in my lungs.

I have learned to mow the grass, operating a large tractor. I rigged up a standard on an old golf cart and shot my four point deer back on my own property in November 1992.

I learned about the "LEAD" program from Donna Sheffield of Michigan Rehab. In January 1993 Opal and Fred Dickinson were assigned to me for tutoring and learning to write with my left hand. They have proved to be dear friends and most helpful in my learning rehabilitation. They give me courage and constantly tell me I have progressed in a remarkable fashion due to my guts and determination.

I work at the Goodwill and repair small appliances with my left hand.

by Robert Ruttkofsky

Robert Writes About His Tutors

I feel Mr. and Mrs. Dickinson are very understanding people. They tutor from the heart to all you're willing to grasp. They've taught me to enjoy life. Also, they took time to teach me reading, math and most of all, they took the time to teach me to write with my left hand. I could go on and on. I'm glad they are my friends and look forward to more tutoring with them.

by Robert Ruttkofsky

Merry Christmas & Happy New Year

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The LEADER

Fall, 1993

PROJECT LEAD, THE ADULT LITERACY PROJECT SERVING LENAWEE COUNTY

Reading Rally Coming Soon! Free lunch, prizes and refreshments!

The fifth annual **Reading Rally** is scheduled for **Saturday, November 6th from 9:30 a.m. to 3:35 p.m. in Jackson**. This is a great chance to get new ideas, hear guest speakers, and meet other tutors and students from at least five counties. The main speaker will present a technique called portfolio assessment. Learning partners will see how to keep track of progress, evaluate work, and show success using portfolios.

Several special sessions will be available for tutors and adult learners. In addition to tutor and student roundtable discussions, topics will include strategy fair, using the newspaper, goal setting and self esteem, and portfolio lab. Those attending the portfolio lab will be able to make certificates, have pictures taken, and use a computer or tape recorder. Encourage students who may want to record their reading to bring a favorite book. They will be able to keep the tape!

Please submit a statement about your student for the Honor Roll. In one sentence, tell about his/her progress (finished a book, wrote a letter, got drivers license...) and submit it to our office. Honorees will receive a certificate at the Reading Rally.

Don't miss this opportunity to meet new people, learn new techniques and share literacy with your student! Ride sharing is available. Please call us at 265-7205 to register before October 30. After that date, there will be a $5 fee to attend.

CRANKSHAFT **By Tom Batiuk and Chuck Ayers**

WE CAN'T GET TOGETHER TOMORROW NIGHT, ED, BECAUSE I'VE VOLUNTEERED TO TEACH A CLASS FOR ILLITERATE ADULTS AT THE LIBRARY
SO WHY ARE YOU GOING TO TEACH ILLITERATE ADULTS HOW TO READ ANYWAY?
WHY?
WELL, FOR ONE THING, LITERATE ADULTS ALREADY KNOW HOW!
VERY FUNNY!
BATIUK & AYERS
10-4

To Be Continued...

New Tutor Training:

Training for new tutors in Project LEAD will be held November 2, 9, 16 and 23. Each meeting will be from 6-9pm in the Adrian Public Library lower level. If you know anyone who might be interested, encourage them to register by calling the office at 265-7205.

Persons wanting a refresher are always welcome. Call the office for a schedule of topics.

Reading Heroics:

Rose organized the Halloween party including making posters.

Cathy got an "A" on a government test!

Rhonda composed a letter in support of our VISTA position.

Robert wrote to state representatives to support Project LEAD.

Eugene read "imagine," "safety" "stared".

Wally got a job. (He was pictured in "Lenawee Living" in the Telegram.)

Mary wrote to the Croswell to express thanks for the opportunity to see the Sunshine Boys.

Rose and **Rhonda** organized a shopping list and bought gifts for hospitalized children. They will be distributed at Bixby Hospital for Make A Difference Day.

Leroy wrote a letter to other students. He said that working with a new tutor has been positive and encouraged others not to be afraid of trying a new tutor.

Materials are needed! Can you help?

Do you have any learning materials you are not currently using? Does your student have any books at home? Our program is growing and we are experiencing a shortage of some of the most popular reading series books. We especially need In The Know books and Challenger 2. If you have any materials you aren't using **right now**, please return them as soon as possible.

Project LEAD Growing!

Our program is growing! **Jan** conducted a tutor training workshop in September, preparing 9 new volunteers. Several have already been matched with students. In the last 2 quarters, 22 students have entered our program. Our community outreach has included presentations to Head Start, church groups, business groups and the domestic violence shelter. Staff members **Jerry Montague** and **Elizabeth Darnell** recently completed a tutor training workshop. They are now preparing to assist **Jan** in the upcoming tutor training and future workshops.

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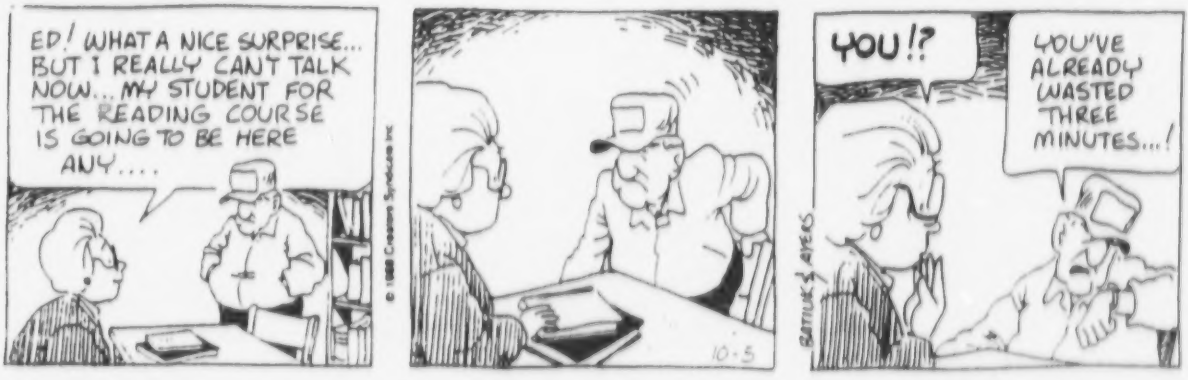
Notes from Elizabeth:

Many tutors have received an assessment and individual learning plan (ILP) for their student based on an initial intake or progress review. Each ILP has the three basic components of a lesson: word recognition (phonics, spelling, sight words, word families), comprehension and writing. For a lot of you, the focus of lessons has been on reading. For some, phonics has been a problem, either for you or your student.

We know from research (and experience!) that some of us do not process phonics easily, and it can be frustrating when someone insists we need phonics to read. Instead of teaching phonics in a systematic way, Word families can be used to accomplish the same purpose: word recognition. While working with a specific word family, students write, see, say and hear the correct vowel sound, and practice consonant sounds. Reading the words aloud while writing them will use visual, auditory and tactile/kinesthetic learning styles all at once.

After generating a list of rhyming words, encourage your student to make up sentences using as many words as possible. Silly sentences are OK! The repetition helps to make the connection. As an added bonus, skill at reading word families including nonsense words helps readers to pronounce syllables in longer words (gar/den). Another alternative is to use as many words a possible from one family to generate a language experience story. Brainstorming, talking about the words and writing them together, is all valuable language use for the student. Encourage them, but let them take the lead in generating word lists and written material. Decision making and practice will increase confidence!

CRANKSHAFT **By Tom Batiuk and Chuck Ayers**


ED! WHAT A NICE SURPRISE... BUT I REALLY CAN'T TALK NOW... MY STUDENT FOR THE READING COURSE IS GOING TO BE HERE ANY....
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YOU!?
YOU'VE ALREADY WASTED THREE MINUTES...!
BATIUK & AYERS

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More To Come...

Notes from Jan:

Holiday Celebration:

Tutors and learners are invited to celebrate at a holiday get-together on Tuesday, November 30th from six to eight at the library. We all agree that many wonderful things have happened at project LEAD this year and we have much to be thankful for. Please, save that evening to share with your learning partners.

Portfolio project update:

Project LEAD has sponsored two workshops to suggest ways portfolios can be used as part of an adult literacy program. Twenty-one persons from Project LEAD attended, as well as guests from three other counties. In addition, Jacqui has met with several tutor/learner pairs helping them tailor portfolios to their particular situations.

This month features portfolio-talk by phone. Jacqui is contacting tutors and learners to discuss the next step for learning partners. If you haven't been called and would enjoy talking about your learning partnership, she would welcome your call. She can be reached at Adrian College, 265-5161 ext 4413, or by calling the Project LEAD office (265-7205) and leaving a message.

We have purchased an instant camera and film which learners and tutors can use so they can include photographs in their portfolios. Ask the staff if you would like to use it.

Finally, the learners in the student group which meets every Monday are working to assemble a portfolio which reflects their success. This is proving to be a wonderful experience. They will share their portfolio with other learners at the Reading Rally, November 6th. Project LEAD tutors will have an opportunity to see it at the Holiday Celebration on November 30th.

Many of you have offered us samples of work which we publish (with permission) or tuck safely in the learner's file. As more and more educators recognize portfolios as a most authentic way to document progress, we have committed Project LEAD to assembling a portfolio for all of our learners. From what I have seen you have much to share.

So what's a portfolio?

For all who missed the portfolio workshops, let I'll try to fill in the main points.

As we see it, a portfolio is a collection of items which exemplify our best work, or items which illustrate especially important accomplishments. A portfolio is owned by the learners making them. All decisions about the content and format are theirs.

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Three kinds of portfolios come to mind: working, learning, and professional.

In a **working portfolio**, a learner puts all the work he does, assignments, certificates, records of books read, etc. It needn't be fancy and is often carried back and forth for use during lessons.

The **learning portfolio** is the one Project LEAD is focusing on. It contains symbols of personal accomplishments which illustrate how much a student is learning, or how his/her life is changing as a result of the learning. More importantly, it includes the student's reflections about the item. Why was it chosen? How is it important? For example, if the student was striving to improve writing/spelling skills in order to write letters to a particular friend, s/he might include a copy of one of the letters and a paragraph about it.

The **professional portfolio** reflects the skills and accomplishment related to a person's profession. It may also be important to consider if your learner is considering looking for employment. Some of the items in the learning portfolio might also be appropriate, especially if it demonstrates a skill which would be useful to discuss in a job interview. Photographs of custom work for a carpenter, lists of repairs an auto mechanic has mastered, letters of recommendation from former employers could go in the professional portfolio. Collecting these items could involve literacy exercises in business letter writing, word processing, etc.

We are convinced that in assembling the items, it is important to consider values and goals first. Then look for items which illustrate progress toward those goals, the best work. The process of reflecting, choosing and documenting the choices are important steps which help learners recognize their progress, and empowers them to own the success.

CRANKSHAFT **By Tom Batiuk and Chuck Ayers**

ED, IS THERE A SPECIAL BOOK THAT YOU'D LIKE TO LEARN TO READ?
GWAMPA, WILL YOU READ MY FAVORITE STORY?
YEAH, THIS ONE!
'THE CAT IN THE HAT'!?
SO SUE ME! I HAPPEN TO LIKE ANIMAL STORIES!
THE CAT IN THE HAT
BATIUK & AYERS © 1988 Creators Syndicate Inc.
10-7

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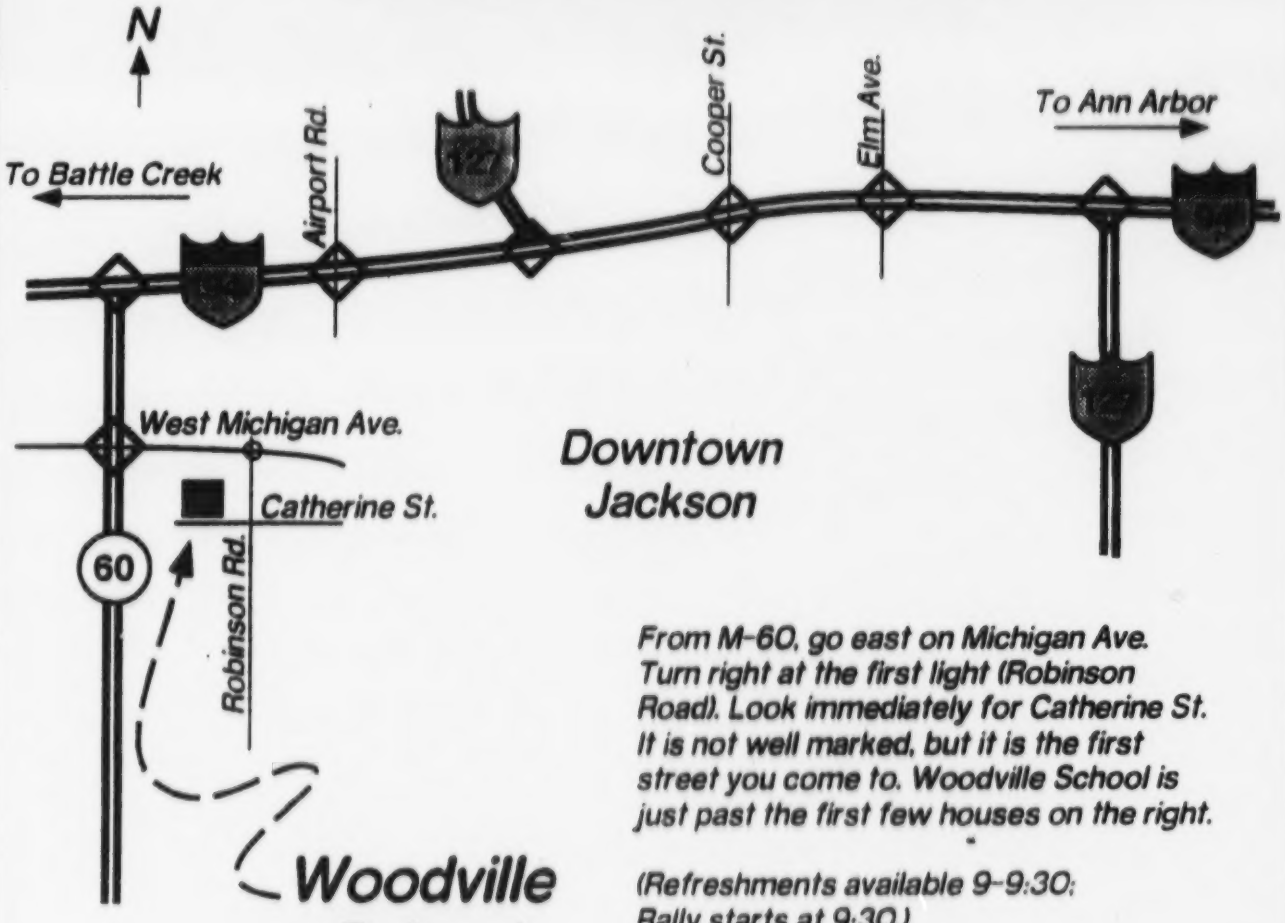
READING RALLY '93



Woodville School
3950 Catherine St.

From M-60, go east on Michigan Ave. Turn right at the first light (Robinson Road). Look immediately for Catherine St. It is not well marked, but it is the first street you come to. Woodville School is just past the first few houses on the right.

(Refreshments available 9-9:30; Rally starts at 9:30.)

Project LEAD
Adrian Public Library
143 E. Maumee
Adrian, Michigan 49221

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EACH ONE - REACH ONE

TUTOR MANUAL

PROJECT LEAD

As you become a Project LEAD tutor, you join an outstanding group of individuals committed to answering the challenge of adult literacy in Lenawee County.

Project LEAD trained its first tutors in 1986 to meet the community's growing demands for adult literacy services. Since the original training, we have trained over 400 tutors and matched them with adult learners.

Project LEAD is a joint project of The Adrian Public Library and Region II Community Action Agency.

PROJECT LEAD MISSION STATEMENT

Project LEAD (Literacy Education and Development) is an organization of volunteers serving Lenawee County by providing a variety of services to enable adults to achieve personal goals through literacy. Because we believe literacy is an integral element in successful participation in our society, we provide tutoring and other educational services directly to adults desiring to increase their literacy skills, including English as a second language. We encourage and assist individuals and organizations, including business, industry, labor organizations, education and human service providers in their efforts to promote and provide adult literacy services. Volunteers, supported by a professional staff contribute at each level of the organization.

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JOB DESCRIPTION: VOLUNTEER TUTOR

A volunteer position with Lenawee County's Project LEAD. A tutor meets one to one with an adult learner to help him or her improve basic reading, writing, and spelling skills.

TIME COMMITMENT

A volunteer is asked to provide 50 hours of tutoring in the first year following the tutor training. Two hours of tutoring each week is considered optimal.

PROGRAM RULES

We want to provide the best possible service to all of our participants in a safe environment. To do so, we ask all Project LEAD participants to respect the following rules.

1. **Tutoring sessions must take place in a public facility.** Under no circumstances may Project LEAD tutor sessions take place in private homes.

2. **Literacy services are confidential.** Adult learners may risk personal status or job security if their illiteracy becomes known in the community. The names and circumstances of adult learners may not be revealed without their written permission.

3. **Report changes in tutoring day, time or location to the Literacy Office.**

4. **When you stop meeting your a student, inform the office within one week.**

5. **If the tutor/learner match is not working out, request a change from the office.** We are committed to making tutoring a rewarding experience for both you and your adult learners and we will be happy to rematch you and your learner.

6. **Responsible attendance is required.** Notify the literacy office if your adult learner misses meetings without notifying you in advance.

7. **If you do not tutor for over three weeks, report the circumstances to the office.**

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TUTOR TRAINING

A minimum of twelve hours of basic tutor training is required of each Project LEAD tutor.

For additional training, in-service opportunities are offered by Project LEAD. Tutors are expected to attend three in-service meetings each year or to attend the bi-annual regional conferences.

AFTER TUTOR TRAINING

You will be matched with an adult learner as quickly as possible following the training. Matches are made on the basis of location and time availability as well as the interests and strengths of tutors and learners.

1. **You will receive from the Literacy Office:**
   * Student's name
   * Phone number
   * Suggested time and location for tutoring
   * Basic reading level
   * Overview of the learner's educational history
   * A suggested learning plan based on the intake interview

2. **Contact the student as promptly as possible:**
   * The office will let you know if it is permissible to leave a message.
   * Discuss mutually convenient times and location.
   * Exchange telephone numbers and other methods of contact
   * Keep the initial meeting time and place simple. Remember that your learning partner may not write efficiently. Complicated directions may not be remembered.

3. **Following the initial phone contact with the student, call the Literacy Office to:**
   * Inform us of the date and time of your session
   * Make arrangements for the tutoring location

4. **Call your student back to:**
   * Confirm the day, time and location.
   * Stress to your student the importance of communication with you any change in plans that will affect the tutoring session.

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THE FIRST MEETING

The first meeting can be scary for both you and your learning partner. Strive for a relaxed atmosphere for that first get acquainted time. Some tutors and students meet for a cup of coffee at the first meeting. Know that even the best tutors do not get into a comfortable routine until they have been meeting awhile.

* Conversation and sharing of interests and goals will both ease the beginning nervousness and may provide information useful in planning future lessons.

* When you and your student meet the first time at the tutoring location, a short language experience story provides reading material especially appropriate for a beginner.

* Encourage your student to start a notebook or folder to be used just for tutoring.

* Restate the need for communicating schedule changes. Write your name and telephone number for your learner to keep. The learner's notebook makes it easy to find later. Many tutors have put the information on a card that fits into a wallet.

AFTER THE FIRST MEETING

Please notify the office that you have begun meeting.

As the tutoring progresses, you may wish to meet someone from the literacy staff to review strategies and discuss materials. We are happy to help. If possible, please call ahead to be sure someone is available when you come. The telephone number is (517) 265-7205.

After fifty hours of tutoring or in May, whichever comes first, a staff person will meet with your learner for short interview and a post-test. Tutors and learners have found this meeting to be very helpful and it is required by the Department of Education in order to continue to receive federal funds.

At the time of the interview, you and your learning partner can discuss whether you wish to continue to work together.

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LEARNING MATERIALS

Many tutors choose to teach from everyday materials like labels, job manuals, recipes, etc. These lessons are often immediately usable by the learner and make very successful lessons.

In addition, Project LEAD has an enviable collection of learning materials which we have added to each year through the LSCA grant for literacy. The collection is displayed in the literacy rooms of the Adrian Public Library. There is no charge to use the materials in the literacy collection even if you do not have a library card.

How do I find the materials I need?

The literacy staff will be happy to make suggestions or help you find a particular book. However, staff is not always available and most tutors like to browse, checking out many possibilities. Besides, experience has taught us that each learning pair know best what works for them. So, to help you find what you're looking for, we have color coded our books according to the publishers' suggested use. The colored dot on the spine indicate the main use. Of course, as you tutor, you will think of other ways to use them.

Color code:	
Yellow	Phonics Word Families Spelling.
Red	Comprehension.
Orange	Writing.
Green	Fun and Practice.
Light Blue	English as a Second Language.
Dark Blue	Vocabulary.

Figure 1

The color coding is a guide. You will notice some of the materials have two colors, indicating the book addresses more than one topic. For example, the Challenger series include comprehension questions with each reading passage and addresses some word attack skill in each lesson. It is coded red and yellow.

Books coded green (fun and practice) have no questions or special exercises. Certainly, your learning partner's

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reading will improve just by reading, but if you are looking for follow-up exercises for comprehension, word attack, vocabulary, etc., you'll need to look farther. If you and your student enjoy the green books, you may find yourself making up exercises. That's terrific. If you are willing to share these, drop a copy off at the office and we'll make them available to other learning partners.

How do I know if the books are on the right level for my student?

LITSTART (pages 232-233) explains a method to estimate readability based on a passage of 100 words selected randomly. However, readability is based on many factors including learner's prior knowledge and interest. Once you have begun tutoring, you will find yourself making educated guesses with surprising accuracy.

If the publisher suggests a reading level, it is written on the inside front cover of the book.

Books in a series are arranged from left to right according to difficulty with easiest first.

How do I check out materials?

Each book in our collection has a white card in a pocket inside front cover. *(See figure 2 below.)* When you have located the book you wish to check out, present the book to the librarian at the circulation desk. Print your name on the white card. The librarian will write the due date on the card and insert an orange card in the pocket. That orange card tells you when the book is due.

Where do I return the materials?

When you are finished with the book, return it to the circulation desk of the main library. Do not put it right on the shelf or leave it in the literacy rooms. If you do, it may not get processed and the book will still be on record as checked out to you.

Copy number: c.1

Call number: ABC 975.8 St

Author: Stein

Title: The story of the Trail of Tears.

Date	Issued to

Librarian writes due date

You write your name

Figure 2

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What if we are still using the book? Can I renew it and will I be charged a fine?

Books are checked out for four weeks. However, we write the due date as a courtesy to you and to help us keep track of the books. We do not charge fines because we realize that many learners will take longer to complete a book. You need not renew your books, but we do expect you to return them as soon as you are finished so that others can use them. We have a limited supply of each book.

What if a book gets lost or damaged?

Should you lose or damage a book, please tell the librarian or literacy staff person. Either can tell you the cost of the book so you can be assured it is replaced with a new copy.

Can my learning partner check out books?

Yes. If your learning partner is the person most likely to be taking the book home, it is best to sign it out in his/her name. Your learner writes his/her name on the white card and takes it to the circulation desk. We do not designate whether the person is a tutor or learner.

Does the Lenawee County library have adult literacy materials?

The Lenawee County does have materials for lending. Part of the collection circulates so that each of the branches also has some.

Can books in the literacy collection be purchased?

Project LEAD can only buy books for the library. It's a bookkeeping nightmare to purchase for individuals. However, you can often order directly from the publisher. We have oodles of catalogs in the literacy office. The staff will be happy to help you locate the one you need.

COPY MACHINE

One of the many ways the library helps us is by making the staff copy machine available to tutors for free copying. You need only tell the staff person at the circulation desk that you are a tutor, then count the number of copies you make and enter your name and the number on the folder kept on the copier.

The free copying service is for tutor related materials only. The public copy machine is available for personal use at a very small charge.

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ADULT LEARNER NETWORKING

Many adult learners are excited to find they are not the only person struggling to improve their basic skills. A group of leaders have initiated activities with which they hope to support each other as learners. Tutors can help by pointing out these activities and encouraging their learning partners to participate.

The Leading Edge is written and published by adult learners. Language experience stories and original articles written by your learner can be included and are a wonderful source of pride and motivation. The writing need not be perfect, and it can be submitted anonymously or with a pen name to protect the confidentiality of your learner.

Adult Learner Meetings happen weekly. The topics and activities are planned by the leadership group. Notice of the meetings is on the white board at the stairs. One meeting each month is spent on the newsletter.

At Adrian Head Start, adult learners read to children, one-to-one in the **Read to Me** project. Other opportunities to use literacy skills and become involved with the community are being developed by the leadership team.

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Tutor Creed

I understand that the literacy program does not discriminate on the basis of race, creed, color, national origin, ancestry, ethnicity, religion, sexual preference, age, gender, or marital status.

I understand that all learners who are matched with tutors have met eligibility requirements and do have, in the judgment of the literacy program, the potential to improve their literacy skills.

I understand and agree that all adult learners are entitled:

* to be treated with respect as adults
* to have preferences for learning styles, materials, and strategies accommodated as much as possible

I agree with the non-discriminatory policy of the literacy program and agree to comply with it.

I understand that the literacy program is available to provide support, suggestions, and assistance as needed.

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ALL BRIGHT GROUP'S
GIVING A HAND PORTFOLIO
How it began. How it works.

1. Name of Adult Learner Support Group - ALL BRIGHT
   This name gave our group an identity.
   It stated the purpose of our group.
   "Giving a hand together."

2. Michigan Adult Learner Leadership Academy II
   Tia Ruple stated that MALLA was important to the adult learners of Project LEAD because it got us all FIRED UP to tell others. We started really working on the support group. "Sharing our thoughts with other students helps."

3. How to be a leader. SHOW UP. LISTEN UP. SPEAK UP. FIRE UP. This has become the message of the ALL BRIGHT Group. They want to be heard and are becoming involved. "This message inspired us to get our support group going." Robert Joe Haley

4. National Issues Forum
   a) National Issues Forum in East Lansing
      "It gave me confidence." "I was part of the organization." Wally Holcomb
   b) The Problem - Written by Wally Holcomb
      Wally and Adele brought back the moderator and listening skills and learned the structure and purpose of a forum. They shared these skills with the ALL BRIGHT Group by creating The Problem which was discussed in forum using the skills learned.
   c) National Issues Forum in Adrian
      The adult learners of the ALL BRIGHT Group are all FIRED UP about the issues. We have become a part of the Michigan State University's Forum on Education. Wally has not only become a participant, but a planner for the forum.

(From the ALL BRIGHT Portfolio)

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5. Newsletter.
   The newspaper class was important because it lead to the ALL BRIGHT newsletter, The Leading Edge. In the newsletter the adult learner can be heard. They share their concerns and triumphs. They SPEAK UP.

6. Pen Pal Program
   The pen pal program is another step the ALL BRIGHT Group is taking in order to not only practice their writing skills, but to spread the message that adult learners are not alone, which is also the purpose of the ALL BRIGHT Group (giving a hand together.)

7. Read to Me (Head Start)
   "This is important to Project LEAD because it's helping me become a better reader and giving me confidence in myself that I can help other people."
   "Little kids are important. If you can help someone, you have pride." Adele Negrete
   The Read to Me program at Head Start helps preschool children learn to enjoy reading and want to learn.

8. Make A Difference Day
   Make a Difference Day is another example of the ALL BRIGHT Group giving a hand together. We experienced teamwork, smart shopping skills and how "happy it feels to give from the heart." Rose Hoffman

9. Halloween Party
   "This was important because we wanted the family to know what Project LEAD was like and to get to know us so the families could support the student or the tutor." Rose Hoffman
   It was also important because it is another example of the ALL BRIGHT Groups learning. They learned to use the organizing skills needed to plan a party.

10. Project LEAD T-shirts
    The adult learners expressed their slogan for leadership on the Project LEAD T-shirts (Show Up, Listen Up, Speak Up, and Fire Up.) To make the T-shirt project happen, they had to use these leadership qualities.

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11. Reading Rally of 1992
"The most important part of the day was learning that people were like I was. It changed my thinking about everything, how to cope with people, how to talk. I had been afraid people would make fun of me so I'd hush right up. Now I don t feel afraid too much--not like I was."
Robert Joe Haley
This statement reflects the thoughts of many of our learners before they met other new readers at the reading rallies.

12. Reading Rally of 1993
The ALL BRIGHT Group used their leadership skills (Show Up, Listen Up, Speak Up, Fire Up) to plan and moderate the Student Rally at the '93 Reading Rally in Jackson. We brainstormed ideas for icebreakers and discussion topics.

13. Interviews (Adrian Telegram and the United Way video)
Eugene Goss and Ron Gilbert have gained confidence. They SPEAK UP about the importance of learning to read.
Adele Negrete spoke up during a United Way video interview. this is another example of the confidence the adult learners have gained in themselves.

14. Adult Learner Now a Tutor.
"This is important to the group because Kathy is learning from us and getting ideas from us to become a tutor."
Several of the adult learner want to become tutors. "Kathy shows it can be done." Rose Hoffman

15. Pictures of the ALL BRIGHT Group
These are important because they show important people willing to give a hand together. This a group who learn together, joke together, and work together to help each other grow.

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Assessment: 4-6-93 by Jan Vern and Elizabeth Darnell

Location: APL

Wally had a two part interview due to time constraints, but stopped by between the meetings because he was so eager to get started! He has done a variety of manual labor jobs in his life and now has a physical disability which prevents him from continuing that type of work. He has had several operations on his lift shoulder which have been successful, so he lives in constant pain. These changes have been extremely hard for him. He has always had a job and been able to get a job, and equates personal value with his working status. Wally is a problem solver, and he is doing well in adjusting his expectations for the future. He will be going to Gary Gray to get a sling for his arm which allows him to rest it yet be functional. He does have a disability income, but has always worked so hard that he is bored and feeling useless without productive activity.

Wally stated that he would like to improve his skills to attend adult education to earn his GED. He completed 10th grade in a very poor area, where students were promoted regardless of progress just to move them along in the system. He was left handed as a boy, but forced to switch and still finds writing "slow and hard". Since his left arm is now injured, he at least is able to write. Wally said that it has always been hard for him to do math. He has a excellent memory and vocabulary, but appears to be a person who learns best by hands on experience. He has access to a computer at home and is interested in using it. Both his children are in college: a son in engineering and a daughter entering this fall. Wally would like to eventually work in an environment with children. He would be a great storyteller and has a wealth of experience to write about.

Writing: Wally finds writing hard physically. He preferred to use his left hand, though was forced to switch during school years to the right. Now there is no choice. He writes lists and plans and has done all kinds of remodeling at his home by himself. He thinks using the computer will be OK for his arm. He has knowledge and experience for great creative writing. There may be a math program which could be used with the computer.

Reading: Wally tested at 5.5 on the Slosson test. He is now reading the newspaper, but wants to understand more. He is also interested in reading mysteries, using the computer and developing skills that could be used to work with children. When he encounters difficult words now he divides them up, spells them out loud and uses contextual clues. He has a good vocabulary but many words are known by sight. Phonics skills are weak, especially vowel sounds, word endings, and blends. He also needs work on prefixes and suffixes.

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He has a tendency to look at the first part of a word, then guess at the ending without really looking at it. Wally needs to be working on increasing comprehension so he can "read to learn". Since his goal is getting a GED he needs to practice reading for information and applying it.

Recommendations:

1. Wally needs to be encouraged to build on his strengths and keep positive about the new goals he has set.
2. Phonics should be reviewed beginning with consonant and vowel sounds. He is very weak in this area. Let him show you what he does know, and go from there.
3. Wally would benefit from the AVCO spelling builder series. He is eager to understand and would find this fun I think.
4. Ask Wally to bring in newspaper articles to read or he can bring in words he has had trouble with. They may alert you to a specific problem he is having.
5. Start a list of new words he has learned, and keep them in a notebook. His assignment is to use each one in two sentences to be brought in the following week.
6. To build comprehension, there are several good series that can be used. Choose what you both are comfortable with and feel free to interchange materials.
7. Wally needs to write, but I don't want to stress him physically. I would like to see him do several things:
   a. a journal to express his views and feelings about his new goals and progress.
   b. creative writing about his experiences and the stories he remembers about his childhood and family members. (His great great grandfather owned a whole mountain.) You might want to use Remembering (book 2) as one of your resources though the reading level is easy. He can use the practice in language and see the idea.
   c. work on the computer. He doesn't type, so he would need some kind of tutorial to use at home to become comfortable. This can be assigned as homework! He has lots of time on his hands.

Comments: Wally is going to be an eager, conscientious student. He has time to work and is motivated to learn new skills. He needs to be challenged and busy taking an active role in attaining his goals. Using a variety of materials will keep interest high. He can do independent work at about the fourth grade reading level to become more self sufficient and to increase his self concept. Getting his input on materials the appeal to him would be motivating.

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PHONE:
TUTOR:
PHONE:
DATE: 4/19/93

1. Earn GED
2. Work with children. Investigate possibilities and how to achieve

GOALS	STRATEGIES	RESOURCES NEEDED	HOW SUCCESS WILL BE MEASURED	MET	NOT MET
Reading 1. phonics: review & practice		Laubach phonics series. Begin with Book I and progress as fast as is reasonable. Lessons in other books also	Student will correctly pronounce words and identify letter sounds in listening & reading evaluations	(Not used as part of lesson)	✓
2. Spelling (A) spell independently following established rules	spelling test every day, building on word families. Student corrects all errors. Accent on learning from mistakes	AVCO spelling builder one test per meeting time. Review previous work before test.	After 20 days' work student will take a cumulative spelling test.	(Not used to date; 12/93)	✓
(B) add new words to vocabulary by practical application	create a spelling dictionary by listing problem words, look up correct spelling & meaning. Create 2 sentences using each word.	notebook/ dictionary independent reading material newspapers.	Growing list of words student understands, spells and uses correctly	5/93 and ongoing	
3. Comprehension a. read for meaning b. use information gathered	work on a choice of books: concentrate on reading for understanding. One lesson per meeting.	Challenger 5: probably the most comprehensive, with phonics, vocabulary and application	Student correctly answers comprehension questions, uses vocabulary appropriately, reads more fluently	12/93 - Tutor chose to use only this material from the adult learner collection.	

STUDENT: Wally
PHONE:
TUTOR:
PHONE:
DATE: 4/19/93

LONG TERM GOALS:

GOALS	STRATEGIES	RESOURCES NEEDED	HOW SUCCESS WILL BE MEASURED	MET	NOT MET
(Comprehension)	This might be done independently or instead of Challenger 5. Use whatever you both like better.	Daredevils & Dreamers: good for phonics review, practice in language interesting. More Inventions & Discoveries: Very interesting! Not as much variety in language.		N/A	
Writing a. creative journal	Write personal views, goals, insights, feelings may be private.	Notebook - possibly a ring binder with tabs or pocket folders to separate topics	Accumulation of original student work.	5/93 and ongoing	
b. recollections / family history	Recount family anecdotes, experiences, childhood			5/93 and ongoing	
c. computer	Learn Keyboarding in preparation to create work to share	Computer / Typing tutorial (Public domain?)		7/93	
Homework: newspaper - new words Remembering 2: read and do work independently personal journal computer - Keyboarding					

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LEARNER REVIEW

Wally entered Project LEAD in April of 1993. He was paired with a tutor late in the same month. They have worked from one to one and a half hours per week for eight months. His tutor reports that Wally faithfully completes homework assignments with a positive attitude about working together.

Wally's original goal was to improve his basic literacy skills in order to earn his GED. His Independent Learning Plan (ILP), was written to assist him in achieving this goal as well as to provide computer access and training to accomodate his difficulty in writing. The ILP contains suggestions for tutors to use, based on the learner's needs indicated by testing and on their stated goals. There may be options for the learning pair and use of any materials is left up to the discretion of the tutor and student.

As he worked with an encouraging and creative tutor, Wally became more self confident and he took an active role in the weekly student support group, called the All Bright group. He has become one of the leaders, willing to encourage other students and share his experience in the community.

After serving as discussion leader in the student group, Wally attended the state conference for the National Issues Forum (NIF) program. He has continued to practice the role of moderator in the All Bright group and used new skills while participating in two NIF discussions at the community level. Wally has also volunteered his time to the local Head Start program, reading to preschool children once per week.

Although he planned to concentrate on earning his GED, Wally obtained a job which causes some schedule conflicts with his literacy activities. Despite his increased commitments, he and his tutor continue to meet regularly. Wally still attends student meetings when possible, and volunteers his time for maintenance and office improvements at Project LEAD.

Elizabeth Darnell
Tutor Student Specialist

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STUDENT:
PHONE:
TUTOR:
PHONE:
DATE:

LONG TERM GOALS:

GOALS	STRATEGIES	RESOURCES NEEDED	HOW SUCCESS WILL BE MEASURED

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Name: _____
Date: _____

Tutor Preference Survey

Your thoughtful response to the following items is a tremendous help in making a tutor/student match. Please check all of the statements which apply to you.

The *best* days and times for me to tutor are_____.

The days and times I *absolutely cannot* tutor are_____.

I can drive _____ miles one way to meet my student.

I will work with any student, but I ***prefer*** the following:

_____male _____female _____smoker _____nonsmoker
_____young adult ____over age 22 _____senior citizen

I feel especially comfortable working with a learner who needs help with

_____comprehension _____reading fluency
____ word attack _____writing fluency
____ spelling _____vocabulary

Although basic training does not specifically cover the following areas, I feel comfortable tutoring

_____ mathematics
_____ English as a second language
_____ an adult education student who needs help to keep up with his/her class
_____ using specific materials requested by learners such as a training manual, newspaper, AA readings, Bible
_____ parents wanting to help their children read/learn

If you have any limitations in working with any particular type of student (e.g. a slight hearing loss that would make it difficult for you to tutor a person with a soft voice), please explain that limitation here.

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STUDENT DATA FORM

SS# _____

Name_____ Birthdate_____ Sex: F M

Address_____ Ethnic background: White African American

_____ Hispanic Asian Arabic Native American

Nearest cross streets_____ Other:_____

Phone number_____

Alternate number_____ Referred by _____

May I leave messages?_____ /mention LEAD? Agency _____

Phone_____

May we send mail to your home? ___ YES ___NO

EDUCATION

Highest grade completed_____ HS grad: year_____

School district attended_____

Special ed. grades_____

Retained grades_____

Other educational experience:

ABE Adult ed. GED College ESL Level ___

ESL

Do you: speak read write

another language? Which?_____

Native country_____

Citizenship status_____

EMPLOYMENT

Occupation_____ Place of employment_____

Employment status (full/part)_____ Work phone_____

Hours_____

PERSONAL

Family situation_____

Special interests/hobbies_____

Comments:_____

_____

_____

_____

Foresee anything getting in way of tutoring commitment?_____

READING/WRITING HABITS

(see also Habits sheet)

Special problems_____

_____

_____

What do you do when you come to a word you don't know?_____

What kinds of things would you like to read?write?_____

_____

GOALS

_____

_____

What do you want to learn most from a tutor right away? _____

TUTORING INFO

Preferred tutoring location_____

What days and times are best for tutoring?

	M	T	W	Th	F	S	Su
morning							
afternoon							
evening							

How will you be getting to the tutoring sessions?_____

Tutor preference:_____

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Name: _____ Date: _____

Reading Habits	Seldom (1-2/mo)	Sometimes (1-2/wk)	Regularly (Almost daily)	Easy to read	Between (So-so)	Hard to read
Street/traffic signs	☐	☐	☐	○	○	○
Menus	☐	☐	☐	○	○	○
Mail/bills/letters	☐	☐	☐	○	○	○
Labels/instructions	☐	☐	☐	○	○	○
Notes from school	☐	☐	☐	○	○	○
Bank machines, etc.	☐	☐	☐	○	○	○
Comics	☐	☐	☐	○	○	○
Reading books to child	☐	☐	☐	○	○	○
TV guides	☐	☐	☐	○	○	○
Newspapers	☐	☐	☐	○	○	○
Magazines	☐	☐	☐	○	○	○
Religious materials	☐	☐	☐	○	○	○
Work materials	☐	☐	☐	○	○	○
Books	☐	☐	☐	○	○	○
Other: _____	☐	☐	☐	○	○	○

Writing Habits	Seldom (1-2/mo)	Sometimes (1-2/wk)	Regularly (Almost daily)	Easy to write	Between (So-so)	Hard to write
Checks	☐	☐	☐	○	○	○
Notes/memos	☐	☐	☐	○	○	○
Orders	☐	☐	☐	○	○	○
Recipes	☐	☐	☐	○	○	○
Forms/applications	☐	☐	☐	○	○	○
Reports	☐	☐	☐	○	○	○
Letters	☐	☐	☐	○	○	○
Stories/poems	☐	☐	☐	○	○	○
Articles	☐	☐	☐	○	○	○
Greeting cards	☐	☐	☐	○	○	○
Crossword puzzles	☐	☐	☐	○	○	○
Other: _____	☐	☐	☐	○	○	○

Which of these phrases best describes you?

Reading
- ☐ I can't read.
- ☐ I can read, but only simple things.
- ☐ I can read, but I can't understand.
- ☐ I can read, but not under pressure.
- ☐ I can read, and I like to read.

Writing
- ☐ I can't write.
- ☐ I can write, but just letters and words.
- ☐ I can write, but only simple things.
- ☐ I can write, but I can't spell.
- ☐ I can write, and I like to write.

About how much time do you spend weekly:

Reading?	Writing?	
☐	☐	Not at all
☐	☐	A few minutes
☐	☐	About an hour
☐	☐	Two to three hours
☐	☐	Four or more hours

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PROJECT LITERACY TIMESHEETS

NAME: Michael E. [redacted] TUTOR NUMBER: [redacted] TUTOR LOCK: E-95

NT NAME: Michael [redacted] STUDENT NUMBER: [redacted] STUDENT LOCK: E-109

G E-Unit	DATE	TIME	TOTAL HOURS	MATERIALS READ	TOTAL PAGES	WRITING EXERCISES	WORDSTUDY SPELLING	COMMENTS
Unit	5-2-93	7:00 p.m 9:00 pm	2hrs.	Readers Digest "Do Love/War"	25			Discussed Story AND
"	5-7-93	7:00 pm 9:00 pm	2hrs.		25			
"	5-8-93	7:00 p.m 8:00 p.m	1hr.	"God in our Life" Reverend Richards	4		Word Study Readers Digest Vol 3 1985	-> 95%
"	5-9-93	8:00 p.m 9:00 pm	1hr.		6	SHORT STORY "A VISIT"		
"	5-14-93	7:00 pm 9:00 pm	2hrs.	"NICHOLAS AND ALEXANDRA"	25			
"	5-15-93	7:00 p.m 9:00 pm	2hrs		25		Word Study Readers Digest Vol. 5 1985	-> 90%
"	5-16-93	7:00 pm 8:00 pm	1hr.		6			
"	5-21-93	7:00 p.m 9:00 p.m	2hrs.	"This Giving Heart"	45			
"	5-22-93	7:00 p.m 8:00 p.m	1hr.	Profit/Loss Budget Manual.	4	SHORT STORY "The Swim"	Word Study Readers Digest Vol. 3 1967	-> 95%
"	5-23-93	7:00 p.m 9:00 p.m	2hrs.			Wrote words from story That were unknown Down	Looked up words in Dictionary, AND used in sentences	
"	5-28-93	7:00 p.m 9:00 p.m	2hrs.					
"	5-29-93	7:00 p.m 9:00 p.m	2hrs	"The Chosen School"	50			Went over both Stories... Made a list of words unknown — Looked them up in Dictionary.
"	5-30-93	7:00 pm 9:00 pm	2hrs	"Rudo The Rubber Raccoon"	83			
		TOTAL HRS.	22hrs	TOTAL PAGES	300			

MAY-1, 1993 TUTOR: Michael E. [redacted]

May-31, 1993

SAMPLE

TUTOR REPORT FROM ATF

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READING STRATEGIES

by Jan Vern
Project LEAD

Children's Books

Strategy 21

Rationale:

1. Helps learners develop sight word recognition
2. Provides learners the opportunity to use context in attacking new words. Children's books are rich in pictures, rhyme and repetition.
3. Helps learners develop speed and fluency, which in turn increases comprehension.
4. Provides motivation for independent reading. Children are great motivators. They ask to be read to.
5. Helps learners to master words in isolation. Frequently learners only recognize words in sentences.

Materials: Children's book which is near the instructional level of your student.

Pencil/paper

Note cards

Procedure: First lesson:

1. Tutor reads the whole book to learner. Use expression. Ask learner to relax and enjoy the story as if she were young again.
2. Practice reading a section of the story (approximately 7 pages depending on your reader and the difficulty of the book). Take the first 7 pages as the lesson for the day. Her goal is to read all seven fluently. Read repeatedly using the duet (p.46) and echo (p.47) strategies. Work until she reads smoothly or until she is tired, approximately ten minutes. Give lots of encouragement.

Second lesson,

1. Begin by letting the learner show off by reading the first seven pages aloud.
2. Repeat the procedure in #2 above to practice the text on p. 7-14.
3. Practice isolated phrases for p 1-7:
   (a) point to them in book
   (b) have them written in a list on notebook paper or on 3x5 cards.

by Jan Vern
Project LEAD

Third lesson:

1. **Show off**: Let the learner read p. p 1-14 aloud.
2. Use procedure from first lesson to tackle the **text** p. 14-28.
3. Practice **phrases** from pages 7-14.
4. Practice **isolated words** from pages 1-7.

Remaining lessons:

1. Practice **whole text** reading from a new section each lesson til you are through the book (7-10 pages or whatever is manageable).
2. Practice **phrases** from the section of text from the preceding lesson.
3. Practice **isolated words** from the sections from 2 sessions before. The list of isolated words will get longer.

Culmination:

Let your learner take the book home to read to the children. Also ask her to read it to Jan or whoever is in the office. We love a good story!

NOTES

Using the children's book in this way will take approximately a half of the lesson. It is good for learners who learn sight words easily and it is good for learners who need lots of practice to master sight words.

However, a wise tutor will help his/her learner to also master phonics. By extending the lesson to include word families of the words in the text, each time helping identify the sounds of the letters in the family, the learner will become more fluent in using the individual sounds and word patterns to identify unknown words. It is helpful if your learner both reads and spells some word family words each lesson.

Using children's books as described above is work. I would also include some reading time during each lesson which is not so repetitive. Choose another book and read together, giving your learner the opportunity to practice word attack skills on new text and to enjoy reading for information and/or pleasure.

If this is an appropriate approach to use with your student, check with the office for a bibliography of children's books we have available in soft cover.

St21ChBk

DT 9/93

Chamber spotlights spelling and future communication

Lenawee Chamber
By Ann Hughes
Executive VP

This Thursday promises to be a challenging day, to say the least! It will definitely be a very active day for Chamber staff and many of our members!

The day opens with a meeting of the Chamber Breakfast Club and a presentation entitled "The Changing Face of Telecommunications...A Look at the Future." Dan L. Forst, Regional Public Affairs Director for GTE North, Inc., will be the featured speaker.

Forst will discuss the world of telecommunications which is rapidly evolving into an industry that will impact society in many different ways. Some of the questions inherent in the changing era of faxes, phones, and fiber optics include: Who are the players?; What will they provide in terms of products and services?; and How will our lives and ways of doing business change as a result?

Forst will shed some light on these questions in his presentation which will include a look at a 21st century family living in the world of telecommunications. Computers, modems, fax machines and fiber optics are but a few of the telecommunications advances which have already impacted many of us. Plan on attending this informative program and learn what else in store.

The Breakfast Club meets on Thursday, Sept. 16, at 7:30 a.m. Adrian College, Ritchie Dining Hall. The program is available at no cost to Lenawee Chamber members and their employees. There is a $5 charge for those who are not members.

Beginning at 12:30 p.m. on Thursday is the first telecast in the Chamber series of three live, interactive satellite seminars focusing on quality leadership skills. To be held at LISD's Education Service Center on North M-52, the program runs until 4 p.m. The telecast runs two hours and is followed by a one hour discussion facilitated by LISD's Jan Parsons. Thursday's session is entitled, "Be A Quality Leader, Not A Quality Cheerleader." The presenter will be Dr. Blanton Godfrey, Chairman and CEO of the Juran Institute. This is still room for additional persons for what promises to be an excellent presentation. Call 265-5141 for more information.

Your Chamber day can be rounded out by attending the fifth annual Lenawee Corporate Spelling Bee at Francour Theatre on the campus of Siena Heights College. There is a $2 admission charge with all admission proceeds being donated to local literacy projects. Attendance is an excellent way of supporting the 18 corporate teams vying to go home with the trophy, which presently resides at United Bank and Trust in Tecumseh.

Plan now to join us for one or all of these diverse events this coming Thursday. Call Carol or Leslie at 265-5141 or me at 264-5782 for details. See you on Thursday.

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NATIONAL NEWSPAPER ASSOCIATION Sept 1 1992

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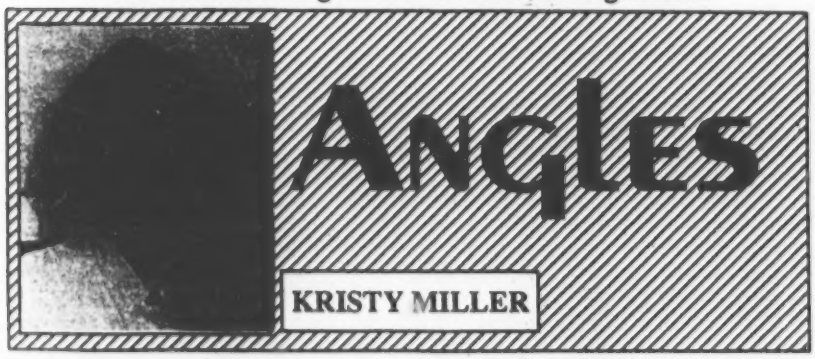

Derek was a student in the public speaking course I taught in college. He was a freshman from Detroit who came to CMU to play football. Derek also could not functionally read or write.

He had graduated from high school and somehow gotten a football scholarship without being able to do much more than sign his name. He quit the public speaking class after about three weeks, and eventually quit college altogether. I never could quite believe that it was all his fault.

I thought of Derek this week after I was reminded that September is Literacy Month. A month to promote, as well as celebrate literacy.

Illiteracy affects 27 million people in this country alone. 27 million people can't read directions, prescriptions, road signs, applications, news, books, magazines, instruction manuals, love letters, etc.

They have slipped through the cracks of an overloaded education system, or have given up on the system themselves.

There is a program in Lenawee County which exists to teach these people to read. It is called L.E.A.D., Literacy Education and Development, and was started in 1986. The offices are in the Adrian Public Library.

Through the program, volunteer tutors are matched with learners. They meet in a "neutral" setting (such as a library) at least twice a week for at least an hour at a time. The volunteers are given 12 hours of training before they are assigned a learning partner.

If you know of someone who wants to learn to read, or if you would like to help someone else conquer illiteracy, call L.E.A.D. at 265-7205. The next training class begins Sept. 9, and training continues on Monday nights through Sept. 27 from 6 to 9 p.m., with a bonus portfolio meeting Saturday, Sept. 11 at Adrian College.

For literacy month, help someone break their chains of illiteracy. People who have been given a second chance at learning to read say it's like a window being opened, or a light being turned on.

If you don't want to teach, at least celebrate the fact that you can read. Go to the library and learn about Chinese religions, fruit bats, hydraulics, great poets, Puritan architecture... The world is an open book when you can read.

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The FreeNet, a bulletin board system, is run by volunteers and is reported to be the second largest network of its kind worldwide. "Unfortunately, the network falls short in the area of equal access. Eighty percent of its users are English-speaking adult males who can afford the necessities of a computer and modem," according to the *Feliciter* article. In response to this, Sutherland said future plans include making access to the FreeNet bilingual and putting access terminals in public libraries.

Michigan Awards Grants Intended to Boost Literacy

Grants from the Library of Michigan Foundation, totaling $150,926, will fund new literacy programs in 14 counties under the new effort called "Read Indeed!" Michigan First Lady Michelle Engler chaired a grant review panel that selected the 14 programs from among 44 applicants.

The Adrian Public Library has created an adult literacy project in which students will be paired with an individual tutor but will also participate in small group activities to apply and share knowledge. Recent research has shown that the traditional model of one-on-one tutoring fosters dependency, with learners attributing their success to the tutor rather than to themselves. Project LEAD, funded in part by a $20,500 grant, will offer group leadership opportunities to tutors and learners.

The Ionia County Literacy Council received a grant of $13,000 for a prison literacy project. The Ionia Temporary Facility houses men who are up for parole, the majority of whom read below the sixth grade level. The program will train inmate tutors and match them with inmate learners, provide a bilingual coach, reading materials, and books for inmate use with their children during visits.

The Infant Mortality Project of Providence Hospital Foundation, Southfield is based on research which shows illiteracy to be one of the major contributing factors to infant mortality. Study circles, consisting of pregnant and parenting women and community facilitators foster cooperative learning and problem solving, improve literacy, promote self-esteem, and establish educational goals for mothers and children. A $10,000 grant will expand the program.

Other programs funded by grants will train tutors, purchase literacy materials, create a video and workbook for use by literacy students, start a program to teach parents to read to their children, publicize a local literacy program, and expand a workplace literacy project. Plans are to expand the "Read Indeed!" program with additional grants next year.

Orange Co. Library System, FL Introduces "Graveyard" Shift

This summer, a new department began working at the Orlando Public Library, FL headquarters of the Orange County Library System. The staff, consisting of four clerks, two reference librarians, and a department head, work from 10:30 p.m. until 7:00 a.m., Sunday through Thursday. They have been nicknamed the "Black Watch" after the British regiment from the Scottish Highlands known for its steadfastness and gallantry. Shelf reading the reference and circulating collections topped the priority list of projects in the initial stages of the experiment. A majority of time is spent in reference work, answering patron questions from the current day's work plus attacking unanswered questions that require additional searching. Staff also enters data on reference questions in the reference division's database. The range of duties was purposely left unstructured in order to encourage the special staff to explore new possibilities and examine processes and methods with an overview of the entire system.

U. of Hawaii Creates New External Services Program

A new external services program at the University of Hawaii will provide document delivery, research services, and seminars to clients in Hawaii and throughout the world. Helen Josephine has joined the university as an associate director in the Office of Technology Transfer and Economic Development in the newly created position of administrator for the University of Hawaii Library External Services Program (ESP). Before going to Hawaii, she spent seven years at Arizona State University (ASU) and was the information manager for FIRST, the fee-based information service which was disbanded by ASU

Learning to live

By the book

Literacy skills change the lives of adult learners

JANET
DREWS
Telegram
g Editor

It was a simple request, really. Tim Ruple's two sons wanted their father to read them a story.

But to Ruple, who had struggled with literacy skills most of his life, the task seemed impossible.

"I gave up," he recalled. "I said, 'This is too hard. I can't do it.'"

But the boys continued to pester Ruple. And finally, their persistence wore him down.

"I said, 'I'm going to find someone to help me learn to read,'" he noted. "I was determined."

Jan Vern and Project LEAD entered Ruple's life at just the right juncture.

Project LEAD is a literacy program that teaches adults to read with the help of a tutor. Vern coordinates this Lenawee County program.

"I heard Jan speak at a union meeting, and I called her to see if she could help me," Ruple said.

Vern recalled that Ruple wouldn't take no for an answer.

"He kept calling and asking for a tutor," she said. "I had to put him off, because we didn't have any tutors at the time.

"Finally, he called and said, 'You *will* get me a tutor!'"

And Vern did.

Four years later, Ruple has become so proficient at reading, that he is thinking of becoming a tutor himself.

And he, along with two other students from Project LEAD, recently attended a special seminar — the Michigan Adult Learner Leadership Academy II.

The conference, a bi-annual event, provides adult learners with "strength in numbers," according to Vern.

"I think when people get there, they make immediate connections," she said. Suddenly, they are surrounded by others who are learning to read as adults.

Robert "Joe" Haley, another Lenawee County student involved in the LEAD program, said being with the group gave him a tremendous boost.

"It's great to talk to other people like me," Haley said, admitting that before he became a part of Project LEAD he didn't know so many adults were unable to read.

Haley said he got involved in the literacy project after hearing a presentation by Vern in a local senior citizen's center.

"I wanted to better myself — to learn," he said.

Haley has gone beyond reading skills in his quest for knowledge; right now he's attending adult education classes in math and science.

Before he ever worked with a tutor, Haley attended a reading Rally, which he later said was a "turning point in my life."

Attending such events helps him network with other adult learners, he explained.

"You can't help but meet people from other places, and you get acquainted pretty quickly," Haley said. "The stories you hear are really something."

Many tales are familiar — attempts at bluffing through a situation where reading was really a necessity.

One speaker at the reading conference, for example, bullied others into reading things aloud to him, until he was finally discovered. He was so good at faking literacy skills, that he actually got a written warning for 'reading' a newspaper on the job even though he couldn't understand a word.

Ruple said he could relate to this sort of story. Before he strengthened his skills, he was often presented with paperwork that he signed without really understanding fully.

"I couldn't read it well enough to know what I was signing," he said. "Now I read everything."

A third Lenawee County student who attended the conference, Kathy Robertson, said learning literacy skills has helped her overcome some of her natural shyness.

"I have so many things I want to do and say," she said. "In school, I never talked because I never thought I had anything to say."

At the conference, "everyone talked at your level, and you were encouraged to talk," Robertson said. "Everyone had been in the same spot you were in — that's what helped.

"I'd like to start a student support group. I think we could help each other make it. I'm also thinking of becoming a tutor. Jan (Vern) said I'd make a good tutor, because I've been through the experience."

Robertson said she hooked up with Project LEAD after taking adult education classes, and realizing she needed extra help with her reading.

"I reached a certain level, and couldn't get any further," she said. "My teacher told me about Project LEAD.

"Progress was kind of slow at first, but now I've pick up more skills. I used to read at a fifth grade level, now I'm reading at a ninth or 10th grade level."

All the Lenawee County learners said they gained something lot by attending the conference.

"We shared a lot of different ideas on how to work with other students and with leaders, Ruple said.

Toward the end of the conference, many students gathered in a large circle to dance and laugh, and provide each other with support.

"I was right in there, making a fool of myself," said Haley, with a grin.

Vern said the change in attitude among adults who learn to read is remarkable.

"Reading brings them independence and confidence," she said.

Meeting others who have had similar life changes strengthens new readers even more, she noted.

Adults interested in learning to read, or in working one-on-one with a student as a reading tutor may call Vern at 265-7205.

Tim Ruple, above, Kathy Robert above center, and Robert "Joe" Hr above left, have all sharpened reading skills and boosted their dence through the Lenawee Co adult learners' literacy program, LEAD. (Telegram photos by J Andrews)

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From the Literacy Supplement of Adrian Telegram Sept 8, 1993

L.E.A.D.: Enhancing life with literacy

Eugene Boss gained confidence and enjoyment through learning to read

LENAWEE — Fifty-two-year-old Eugene Boss is about to put reading right up there with his other favorite hobbies of fishing, hunting and camping, thanks to the help of Project L.E.A.D.'s adult literacy program.

Boss lost his long-time job at Morenci Rubber Plant when it closed two years ago, and found himself in the job market lacking one very important skill: the ability to read beyond the third grade level.

"I kept it to myself for all these years," Boss said of his inability to read. "When I started applying for work, my wife would go with me to fill out applications."

When a relative told Boss about Project L.E.A.D., he wasn't sure if he could "swallow his pride" and seek help. He thought about contacting the organization for quite awhile before he took the step, but once he made the contact, his enthusiasm went from timid to ravenous within days.

Boss credits his tutors from Project L.E.A.D. with most of his accomplishments, especially his current reading partner Mike Byrd. Byrd who is the Administrative Plant Manager for Brazeway, Inc., decided to join the program as a tutor after a recent visit to Russia where he says not being able to read the native language left him feeling pretty helpless.

"I knew what it felt like not being able to read," Byrd said. After a four-week training session, Byrd began tutoring in January. He became partners with Boss in April and has watched him excel to a sixth grade reading level and enthusiastically choose new books to tackle. Boss has also started to express himself in writing on Project L.E.A.D.'s "Brag Board" located where all students can exchange information.

Boss, who had been a temporary full-time employee at Kecy Manufacturing Hudson, finally landed permanent employment there making him feel more secure and is now working 10-hour days, six and seven days week.

"He was pretty excited and told us about it via the Brag Board, Byrd said.

The tutoring program has been very rewarding for Byrd, especially watching Boss gain confidence and ability during the past few months. Byrd pointed out that the materials available for adult learners are age appropriate, with books and lessons focusing on topics that are of interest to them.

"Adults must realize that they won't come into the program and start with Dick, Jane and Spot," he said.

Boss was excited by that fact as well, choosing as his reading homework fictional accounts of American history. At one point with the demands of his work schedule, Boss thought about discontinuing Project L.E.A.D., but Byrd would not hear of it.

"He wrote me up a certificate that showed me that I had read 18,000 words in four months. I couldn't quit after that!" Boss said.

Boss not only enjoys the reading material through Project L.E.A.D., but also is enthralled with other magazines and books. He laughingly tells of doing laundry, and becoming so engrossed that he's slightly inconvenienced when he has to take the clothes from washer to drier.

"I'm in a pretty big hurry to get back to reading," he said. Boss was initially afraid to tell anyone of his involvement in the program, thinking people would laugh because he couldn't read. But now he wants every one to know that he is in the program.

"I'd like it if other people would enroll so that they could learn to read too. The hardest part is coming up these stairs (Project L.E.A.D.'s office is on the second floor of the Adrian Public Library) and admitting that you need help to read. Then you can start learning," Boss said.

Byrd would like to see others in the business sector get involved in tutoring as well. He tutors two days per week on his lunch hour.

"I'd encourage those in business to get involved, because we are the ones dealing with the problems of illiteracy in the workplace on a daily basis. We can be of significant help to students by helping them learning the importance of reading and how it affects their job," Byrd said.

Anyone who would like to take the step into reading or tutoring should call Project L.E.A.D. at 265-7205, or visit the office during library hours. Prospective students can leave a message on an answering machine.

Ron Gilbert is proud of his progress and looks forward to improved employment

By RICK KESSLER
Daily Telegram Staff Writer

ADRIAN — Ron Gilbert soon will turn 50 years old, but the milestone he's looking forward to is when he can read and write better and then rejoin the workforce.

You see, Ron quit school 34 years ago, at age 16, so he could work in a bakery making $1.50 an hour. He's always worked since then — "I've never been fired from a job," he proudly relates — but his most recent employer packed up and headed off.

Ron was laid off and he soon found out that he needed to learn how to write so he could fill out an application, let alone get hired for a job.

Enter Project LEAD. Project LEAD, Literacy Education And Development, is an Adrian Public Library program that matches tutors with people like Ron. The end result is someone who can read and write, but the means to the end is sometimes a glorious relationship between the tutor and the adult learner.

Project LEAD coordinator Jan Vern said the matchup is the real key to a successful program. She said it's almost magical when a tutor and the adult learner hit it off.

Ron and his tutor, former Adrian High School teacher Lee Cheney, are a prime example of a Project LEAD matchup that couldn't be any better. Recently the two took time away from one of their weekly sessions to describe what they do.

"Ron is improving tremendously. And he's such an ideal student," Lee said.

Ron declared, "I've never had a teacher tell me that before."

"He doesn't know this yet, but I'm not willing to give him up," Lee said. "When he first started I agreed to take him on a temporary basis because I already had one other person and I was afraid two would be too much. Well, he's such an ideal student that I want to keep him."

"That's the best news I've heard all day," said Ron. "When I first started I told my wife that she was really good. But I told her that I wouldn't be with her too long. But this is good. I'm happy now."

Both admit that they were nervous when they first started. Ron wasn't sure if he could remember everything he'd already learned in school — 34 years ago. Lee was wondering if she could teach students on a one-on-one basis.

But after five minutes of give-and-take, Ron and Lee both knew that their partnership would be a good one. In a true partnership atmosphere, the two decide when they can meet. Then the two read books, give and take dictation, practice writing — basically whatever helps him learn, Lee said.

"This program has helped me out a lot," Ron said. "It's given me confidence. I know that I can learn. I can't say nothing but nice things about it."

Ron also can't say anything but nice things about the Detroit Tigers. He's a huge fan. Even when the Tigers are doing bad Ron can find something good to say about them. And don't even begin to think he would ever change his loyalty.

"You see, he's not a fair weather fan," Lee said. "That carries over to education. If a person can't read or write or whatever, a lot of times people will blame it on the school. He took the repsonsibility. For him to have an attitude like that, he's really going to move ahead."

Ron showed a notebook full of words that he's been writing for practice. With each passing page, the words became harder and harder. In just six meetings with Lee, Ron is able to spell words with as many as 13 letters in them.

"I used to hide it," Ron said. "Wally (A friend who also is in the program) was the same way. He thought I finished high school and I thought he finished high school. I tried not to let people know I couldn't do it. I guess I felt ashamed. I can't say that for everybody. And not that it's anything to be ashamed about. But I felt ashamed.

"It was important for me to do it not just for myself, but for my kids. How can I expect them to do it if I haven't?"

10 Ways You Can Use the Newspaper With Your Child

As a parent, you probably use the newspaper for information: How much does hamburger cost this week? What's the weather going to be? Did my favorite team win or lose? What's happening in the world that may affect me or my family?

But you can also use the newspaper as a rich resource for enjoyable learning activities with your child. Here are 10 suggestions of ways you can use the newspaper to help your child do better in school.

- Ask your child to cut out a picture of a famous athlete, movie star, politician, or other person he or she would like to meet. Ask, "What would you say to this person? What do you think the person would say to you?"
- Read the newspaper's weather forecast to your child. Look for pictures that illustrate different weather conditions. Look at the forecast for tomorrow and help your child choose appropriate clothes to wear. Or, use the weather map to learn more about weather in other places. For example, ask, "What is the weather like where Grandpa lives?"
- Find an announcement in the newspaper about a free event in your community. Decide whether you and your child would like to attend.
- Look for pictures that show people's facial expressions and emotions. Ask your child how each person feels. Then ask questions like, "What makes you happy? What makes you sad?"
- Look through the comics. Have your child choose a favorite character. Ask, "How are you like this character? How are you different?"
- Using the newspaper's food section, choose a recipe with your child. Prepare it together asking your child to help you read the directions. Then serve it to family or friends.
- Have your child choose an object pictured in the newspaper and describe it to you. See if you can correctly identify it based on your child's description. Switch roles and repeat.
- Look through the newspaper with your child. Ask your child to find examples of:
  - "Foods I like"
  - "Clothes I like to wear"
  - "Toys I like to play with"
  - "Animals I like"

  Talk about each selection: "Why is a cat your favorite animal?" Tell your child about things *you* like and why.
- Read the TV listings together. Help your child choose a program for the whole family. What would you choose to watch by yourself?
- Find a story or picture of a group of people who need help (for example, victims of a fire or flood, homeless people, people in a hospital). Talk about ways your family might help: By spending time with them? Sharing talents? Or contributing money?

7

From Literacy Supplement

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Adult learners discover how newspapers can help them sharpen literary skills

By JANET ANDREWS
Daily Telegram
Living Editor

Some scan the comics. Others look at the obituaries. And many check the police reports.

Bits and pieces. That's the way most people read a newspaper.

But a local group of adult learners is taking a different approach. Thanks to the Newspapers in Education (NIE) program, they are learning to appreciate all parts of the paper — and find news they can use in every section.

Kris Balasz, NIE coordinator for *The Daily Telegram*, spent an evening helping seven students become familiar with the paper. The adults were part of Project LEAD, a Lenawee County literacy program that strengthens reading skills with the help of tutors and a variety of printed materials.

Including the newspaper.

"We want to show them ways the newspaper can be useful and relevant in their lives," Balasz explained.

The NIE program normally runs throughout the school year, with Balasz visiting county districts to share papers with pupils. Local corporations, including Gleaner Life Insurance Society, Society Bank Michigan, Adrian State Bank, United Bank & Trust, Godfrey's Books, Lenawee Stamping Corporation, McDonald's, Anderson Development Co., K-Mart, Bank of Lenawee, and Hydro Aluminum Bohn, pay part of the cost.

Working with Project Lead is a new twist, but operates along similar lines, she said.

"It's a little different because I'm dealing with adults instead of grade school or middle school children, but I'm helping them discover things they might not have noticed before," Balasz said."

Starting the lesson at a practical level, Balasz pointed out popular features such as lottery numbers, sports scores, recipes, and want ads.

"You can learn from the things you read," she noted.

To emphasize this statement, she asked students to read a story on the front page, and summarize what it said. So the groupdiscovered that Adrian Police Sgt. Jerry Redlin was going to appear on Channel 24 as part of the regular "Cop of the Week" feature.

Comfortable with the front page, the adults also got familiar with the classified ad section. Not that some weren't already.

"I look at the classifieds a lot," said Robert "Joe" Haley, a LEAD student who reads the paper regularly.

Balasz asked class members to scan the ads, and circle an apartment for rent, a job, and something to buy. Students were especially enthusiastic about their preferred purchases, selecting everything from a pool table to an $80,000 house.

As the LEAD students got more familiar with the paper, they began to make suggestions.

"You need to put some of the these stories in simpler language for new readers," advised Kathy Robertson, an advanced LEAD student who worked with Balasz to bring the NIE program to adult learners.

They also began to notice pages they never even glanced at before.

"Look, it's Barney," one students stated, pointing to a cartoon on the editorial page."

Overall response to the newpaper and the NIE program were enthusastic. LEAD students asked Balasz to return with more papers at another date.

Balasz agreed, explaining she had been trained through the literacy program to be a tutor, but decided to bring NIE to students "because I felt I could reach more people with something like this."

Seeing people discover the joys of reading a newspaper is rewarding, whether they are in elementary school or adults, Balasz said.

"I'm happy to come back and work with (LEAD students) again," she said. "I enjoy showing people how the paper can be relevant in their lives."

Adults interested in learning to read, or in becoming a reading tutor may contact Jan Vern, Project LEAD coordinator, at 265-7205.

Those interested in learning more about Newspapers in Education program may contact Kris Balasz at *The Daily Telegram*, 265-5111, ext. 56.

■ Starting the lesson at a practical level, Kris Balasz, NIE coordinator, pointed out popular features such as the lottery numbers, sports score, recipes, and want ads. She told students they could learn from the paper, and emphasized the statement by asking them to read a front page story, then having them scan the classifieds and circle items of interest. Students were especially enthusiastic about having the opportunity to pick out an item for an imagined purchase.

Students from Project Lead examined all sections of the paper, from the front page through the classified ads. Along the way, they discoverd parts of The Daily Telegram they had never noticed before. (Telegram photo by Janet Andrews)

NIE

The Newspaper in Education program (NIE) is a cooperative effort among The Daily Telegram, schools and area business and industry. The program provides newspapers in the classroom and teaches educators how to use the newspaper as a valuable curriculm tool.

Call 265 5111 for information on NIE

DT 6-10-93

Free at last

Program helps felons escape the binds of illiteracy

By ROBIN DENARO
Daily Telegram Staff Writer

"We're portrayed not as human beings but as animals," said Charles Young, 49, an inmate at the Adrian Temporary Correctional Facility. "'Uh-oh! Here's an excon!' *That's* the idea that most employers have."

It's not just an idea. It's a pervasive stereotype that hinders a penal system that is supposed to punish a man for a crime and rehabilitate him. The prejudice can perpetuate attitudes and feed a system that — instead — will continue to turn out career criminals.

Young wants to set the record straight and he's doing it as a tutor in the correctional facility's literacy program, which has been named one of the 10 most promising literacy programs in the country.

The literacy program means that people can get help from people who know more," he explained. "It means a chance at life. It gives a person the ability to go out and live his life in a positive manner. To seek opportunities that are productive rather than destructive.

"We're just here' right now. We are focused on society at large. The question is, do I go out the same way I came in or do I improve myself?"

Can learning to read turn a man's life around?

"Education alone won't stop someone from committing a crime," said Myron Curtis, 35. Curtis, a tutor in the program has served 12 years for armed robbery. He speaks from experience. "You wanna hope a person can know someone cares."

The literacy program is about more than learning how to read. It's about learning how to live... and remembering — or learning — how to care. Convicts work together, helping each other to achieve that.

"The kids on the street, they have nothing," said John Williams Bey, 35, a tutor in the program who has served 16 years for first degree murder. "We teach young brothers what life is all about. It's more than one plus one or two plus two.

"See, we took and we took and we took. Now it's our turn to give.

"I'm a *man*, not a murderer. I want my children to learn from my mistakes. I look younger than my age. I talk to younger guys here. They listen. They can do it out there.

"(Still,) there's no guarantee you're going to have a better job (when you get out) but while you're here, we're going to teach cons to think before they act."

Tutors in the program take their job seriously. To hear, you might say.

"I look at it as a way to share personal values, inner spirit and morals," said Clarence Johnson, 42. Johnson has served three years for assault with intent to do great bodily harm. "I'm giving."

In this program, inmates interact on two levels. Personal *and* professional levels. Fully 60 percent of the prison population in this country is functionally illiterate and one inmate reading a letter from home to another inmate can break the ice. Maybe the two become friends. Maybe they become tutor and pupil. It's simple. Simply personal.

That intimacy, the human element, makes the literacy program so effective and so promising.

"One of the things society has done is stripped us of our humanity," said Young. In this literacy program, we deal with the whole person. We interact. To motivate."

Being treated like a whole person is priceless to an individual who feels half a man because he's lost his life.

"When a man goes to prison, he loses everything," said Johnson. "Career. Finances. Family. Even the clothes on his back. Without determination and hope he's lost."

And has little reason to turn his life around.

"When you're taken out of society, you experience a certain level of pain said McCurtis. "You lose your family. I don't really have a family anymore. My family is right here. *That* is my brother because he understands me," McCurtis pointed to another inmate. Another tutor.

"When I'm crying, he doesn't laugh at me. He *knows* why I'm crying. As my family dropped out... I can't explain that. I can't quantify the pain. It's like trying to quantify the universe.

"This builds me up and I can tell my brother to 'come up here' with me.

"On the other hand, when a person goes back on the street still feeling that pain ..."

He's more likely to get in trouble. Many excons do.

"There are some terrible people back there," admitted Tom Dewey, 35, a tutor who has served 17 years for second degree murder.

Howard Canty agrees and knows he could have been one of them.

"My tutor could not help me unless I helped myself," he said. At 35, Canty has served 13 months for armed robbery. He never graduated from high school.

"I ain't been to school in almost 20 years," he added. "I robbed people for a living. Never worked a day in my life. This class really helps me feel good inside.

"For a person to leave the institution the same way he came in is stupid because he's coming back in.

"I have to lovely daughters," he continued. "When you've got a little bitty daughter and she comes up to you with a book in her hands and asks you to read it to her, it breaks your heart if you can't. I'm doing this for my kids, too. *That's* what's motivating me."

And it's what will help Canty to stay clean on the outside. He's sure of it. Yet one can't help but wonder if, after committing armed robbery, Canty will be able to deal with the pressure of being labeled a "criminal" and feel satisfied earning minimum wage at a job.

"Oh yes," he said. "It'll feel good because I won't have to worry about doing something wrong to get it. I won't have to look over my shoulder for the police or the person I did it to."

Sounds good. But should innocents at large or employers trust convicted felons on their word?

"They shouldn't!" Canty asserted without hesitation. "I wouldn't believe me. I'd watch me closely until I proved that I can get a job and deal with society. *Then* I'd loosen up.

"Look, I been in seven or eight institutions. This is the only program that really caught me. I have a good teacher. She really cares. Puts herself into it."

It's made a difference... in the way Canty thinks. It will affect how he acts, on both sides of the fence.

"This ain't no place nobody wants to be," he added quietly. "If you wanna be treated like an animal, keep doin' the things you're doin'. If you wanna be treated like a human being, then you gotta change."

Canty is. Others have.

"I got a proven success rate," said McCurtis. "Guys who've earned their GEDs. Guys who are yet to come back here. They're making it out there because of the way they learned to act and think about *this* community.

"There will be a lot of prejudice out there. You can't let that stop you. I want people to know about my past. I plan to rise above it. People can trust. To forgive. To forget."

Illiteracy can "handcuff" convicted felons, preventing them from finding a new direction for their lives. But a literacy tutoring program offered through the prison can break those chains. (Telegram photo by Roger Hart)

■ The literacy program is about more than learning how to read. It's about learning how to live... and remembering – or learning – how to care.

About the literacy program:

By ROBIN DENARO
Daily Telegram Staff Writer

In January of 1990, a literacy program was established at the Adrian Temporary Correctional Facility, a medium-security institution that houses 960 inmates.

"We've been going ahead for about three years now, full steam ahead," said Barb McCormick, 47, adult basic education teacher and coordinator of the literacy program.

The tutors are felons.

"Basically we train the inmates to tutor other inmates," she said. "It works both ways. Maybe even the tutors get more out of it than our students."

McCormick believes it also fulfills a real need in the prison community. At ATCF, the literacy and adult education programs help convicts better themselves.

"Whenever you can educate someone higher than the level they are at now, their self esteem increases. You can better prepare them for getting a job when they feel better about themselves and break the pattern of entering into criminal activity."

Since the inception of the program, 195 tutors have been trained. Three times a year, candidates are put through a six day preparatorial course given by Jan Vern, head of Project LEAD. After completing 50 hours of tutoring, a tutor can select a gift donated by a local business to send to his or her child.

"It's a nice thing our literacy program can do," said McCormick. "We try to make it a really positive program. We've also had contests where our students have won prizes for writing."

Dick Cook, a professor at Adrian College, has been teaching writing workshops at the institution for the past two years.

The workshops are popular and 100 inmates are on the waiting list to enter the adult education program offered at the facility.

"That's why our literacy program is so important," said McCormick. "We help inmates get ready to enter the adult education program. We give the GED here. A lot of inmates take college courses. On their own."

Reading. Pursuit of a high school equivalency degree, even a college degree, is giving inmates purpose while they pay their debt to society. An education will give them a better chance at finding gainful employment on their release and avoiding the path of the career criminal.

And one thing more. It helps break the old, vicious cycles.

"It's real important to break the cycle of inter-generational illiteracy. We also teach inmates reading techniques so they can read to their children.

"We think of reading to our children as natural, but when you've never been read to, it's not.

"I think the secret is going back to the level of where the student is and starting from there. A lot of these guys are at first- or second-grade level. Once they get started and have reached some level of success, there's no stopping them."

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H P.L. - Project L.E.A.D.

DT 8-22-93

Can we talk?

Lenawee residents Wally Holcomb, left, Jerry Ann Montague, center and Adele Negrete traveled to Michigan State University to take part in National Issuse Forum Training. Holcomb and Negrete are students in Lenawee County's literacy program. (Telegram photo by Janet Andrews)

Lenawee literacy students take part in discussion of national issues

By JANET ANDREWS
Daily Telegram Living Editor

ADRIAN — Wally Holcomb loves to talk.

"Once you get me going, it's hard to shut me up," he joked.

He also has some strong opinions about the crises affecting Americans today — and a few potential solutions.

The problem: no one was asking him for thoughts or ideas.

Until now.

Holcomb traveled to Michigan State University recently, to take part in a moderator training session for National Issues Forum. The forum encourages individuals to discuss serious problems in a roundtable setting.

What's remarkable about Holcomb's participation in this event is that he's an adult learner in Project LEAD — Lenawee County's literacy skills program.

He traveled to MSU with another literacy student, Adele Negrete, and Project LEAD volunteer Jerry Ann Montague.

"I heard about the issues forum through Project LEAD — Jerry called and asked if I'd be interested in going," Holcomb said. "I though that she might be expecting too much of me, but she said 'You're the first person I chose, because you like to talk a lot.'

"So I figured, 'What have I got to lose?'"

Negrete said she was also approached by Montague, and encouraged to attend.

"I thought it would be fun to learn how to lead group discussions on different issues, and hear what other people were thinking," she said.

Holcomb said participants learned to work through problems logically, with the goal of coming up with workable solutions.

"When you're a moderator, it's your job to keep people on track, yet let them speak from their hearts," he explained. "You need to get them back on the subject without being rude."

Montague said the MSU forum focused on poverty and children growing up at risk.

"We were given four choices of things that could be done," she said. "For example, one of the choices was to elimate social services.

"What we came up with, eventually, was that no one of the choices we were given was right. The best solution was a mixture of all the choices."

Negrete said she stayed quiet during most of the forum, listening to other people's opinions. But Holcomb got over his shyness quickly, and lept into the center of the debate.

"When the pushed my buttons, I talked," he said.

Montague said the adult learners had a little trouble with some of the fancy language used by other participants.

"Wally called them $5 and $10 words," she noted, with a laugh.

Still, all three said they enjoyed being part of the training, and feel the experience was valuable.

"The other people there treated us like one of them," Holcomb said. "I was surprised at how much I learned."

Forums focus on sharing ideas, solutions

By JANET ANDREWS
Daily Telegram Living Editor

ADRIAN — Poverty is too big a problem to solve in one sitting. But ignoring it will not make it go away.

Discussing solutions just might.

That's the idea behind National Issues Forum, an innovative program that brings people together to share ideas and questions about problems that affect all of us.

At its name suggests, National Issues Forum takes place throughout the country, attracting individuals from every walk of life.

The job of every forum is to help participants move toward a choice by understanding key facts, looking at how the issue affects them, Assessing the pros and cons of every option, hearing the perspectives of others, working through conflicting emotions, and discovering what makes the choice so difficult.

What are the benefits? They include a greater shared understanding of the issue, more common ground for action, and increased public knowledge.

The program works by setting up focus groups around the nation. These groups are nothing more than a panel of citizens, of various ages and occupations, who sit around a table and talk about issues. They are led by a trained moderator.

Key to these forums is the idea that Americans have to make difficult choices about issues society faces. As individuals and a public, we must decide which things we value, and give them priority.

Until people work through the conflicts that grow out of differing values and make choices about purpose and direction, no solutions to problems are possible. A prime example of this exists in our gridlocked government.

National Issues Forum deals with the tough stuff — povery, growing up at risk, AIDS, drug use, and so on. Sharing thoughts helps participants gain a shared sense of purpose. And that's the first step toward solving problems.

Why should community members be concerned about coming up with solutons? Because participation of the people in government is one of the hallmarks of democracy.

Thomas Jefferson, speaking on the importance of participation, noted:

"I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

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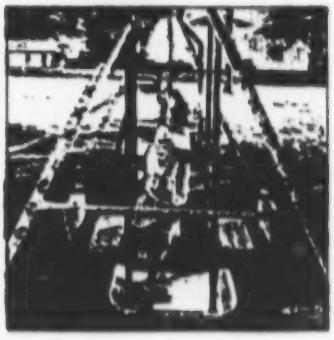
Lenawee United Way. It Works.



TO SAVE LIVES

Ann, a volunteer at Head Start, received American Red Cross training in first aid, accident prevention, and CPR. The purpose of the training was to educate volunteer day care workers, so Head Start would be a safer place for the children. A short time later, Ann's daughter, Amber, developed a dangerously high fever. On the way to the emergency room, Ann noticed her baby had stopped breathing. Using the rescue breathing technique taught by the Red Cross, a Lenawee United Way funded agency, Ann succeeded in getting her baby to breathe on her own.

United Way in Collaboration With Project LEAD

TO RECRUIT VOLUNTEERS TO HELP PEOPLE

Sandy read a list of volunteer opportunities in the newspaper and decided that teaching someone to read through Project LEAD would be rewarding. The list was published by the Volunteer Center, a service of Lenawee United Way. Sandy tutors Adele once each week at the Tecumseh Library and significant progress is being made. In fact, Adele now volunteers for the Project LEAD student newsletter, and plans to attend a national issues forum with the hopes of leading a local issues group.

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TO HELP SENIORS

Mr. and Mrs. Roe, known to their

What is Lenawee United Way?

Through a volunteer system, United Way brings together all types of individuals, businesses, and organizations in a united, grassroots approach. Beyond the role of fund raiser, Lenawee United Way operates a Volunteer Center, provides information and referral to community services, participates in community coalitions and planning, acts as a resource to agencies, and conducts county-wide needs assessment.

[illegible] United Way is people helping people. Over 80 organizations are being funded to assist 25,000 of our neighbors in 1993. Children, teens, adults, and senior citizens from all economic, social, and ethnic groups are receiving preschool education, CPR training, child abuse prevention, hospice care, and more. Many services teach people how to help themselves and others.

[illegible] United Way is local. Over 96% of your contribution stays in Lenawee County with an additional 3% going to statewide organizations which provide services to the Lenawee community.

It is governed by a local Board of Directors who assure accountability to our community. The Agency Relations and Allocations Committees assure that all funded agencies are fiscally sound and well-managed.

[illegible] United Way is [illegible] Through one gift contributors can support a variety of vital services. The united campaign is a more efficient means to raise money for many organizations at one time.

Your gift to Lenawee United Way helps our neighbors and changes lives. Please open your heart and give to United Way.

Our Mission:
The mission of Lenawee United Way and Volunteer Center is to increase the organized capacity of people to care for one another.

Our 1992 Accomplishment

We hate to brag, but by working together, local persons helped Lenawee United Way achieve these successes in 1992:

- 80 organizations providing health and human services received funding.
- The Volunteer Center was established. It referred 182 individuals to nonprofits, and gathered over 1,000 persons to participate in "Make a Difference Day."
- Thousands of volunteers and contributors raised about $895,000.
- Over $50,000 supported programs in area communities.
- United Way committees initiated a new agency evaluation process, promoted year-round communications, conducted a needs assessment process, and assisted with Volunteer Center programs.

A.P.L - Project L.E.A.D

DT 9.15.93

Spelling bee held tomorrow night

By ROBIN DENARO
Daily Telegram Staff Writer

RELATED STORY, Page 3

To raise public awareness of the existence of illiteracy, the Chamber is sponsoring the fifth annual Corporate Spelling Bee Thursday.

Caught up in pride and fear and shame, men and women are in hiding in Lenawee. They have a secret. A secret, they believe, that has the power to destroy them.

A man or a woman will go to great lengths to keep it. From their co-workers. Their friends. Their husbands, wives and children. No one must ever know.

What is this terrible secret? They cannot read.

"Twenty percent of the people in Lenawee are functionally illiterate," said Ann Hughes, executive vice president and chief operating officer of the Lenawee County Chamber of Commerce. "That means they are never going to reach their potential — professionally or personally."

As regrettable as Hughes may find this, she is concerned that there are dangers involved.

"Most people, I think, try to hide it," she confided. "I think it puts a strain on a person. It can even put their lives, and the lives of others, in danger — if they can't read the safety signs at work, or road signs."

To raise public awareness of the existence of illiteracy in the community, the Chamber is sponsoring the fifth annual Corporate Spelling Bee, to be held at 7 p.m. Thursday at Siena Heights College's Francoeur Theater. The public is not only invited but encouraged to attend.

"This is a major way to support literacy in the county," said Hughes. "The spelling bee won't eradicate illiteracy. It's used to create an awareness that it exists — and maybe to motivate people to become part of the solution."

Seventeen teams of competitors from local businesses play a part in the solution by participating in the spelling bee. Teams include *The Daily Telegram*, Siena Heights College, United Bank & Trust, Adrian College, *Tecumseh Herald*, Adrian Chrysler Center, Gleaner Life Insurance Society, WABJ Q95 Country, Lenawee Training and Education Consortium, Libbey-Owens Ford, Wacker Silicones, Tecumseh Products Company, Tecumseh Compressor, WLEN Radio, Lenawee Intermediate School District, the Morenci Business Association and Bixby Medical Center.

"Some of these corporate teams have been in since the very beginning," she added. "They believe the spelling bee has merit. Normally when you say 'spelling bee,' you refer to little lads. This is a spelling bee for adults.

"To me, being able to read anything is the greatest gift. If this event can help give that gift to someone or to help someone to overcome their pride and ask for help, it will be a job well done."

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The team from Adrian College celebrates after Patricia Mroczek (left) recited the word 'troposphere' to win the Corporate Spelling Bee. Robert Ploegstra (center) and Liz Gilson, who is standing behind Mroczek, applaud their teammate's efforts, as Trudy McSorley (right) looks on. (Telegram photo by Karin Gross)

Adrian College spellbinding in competitive corporate bee

By KARIN GROSS
Daily Telegram Staff Writer

ADRIAN — How do you spell 'mischievous,' 'tentatively,' or 'albino'? What about 'cumulative' or 'enervate'?

These are just a few of the words that the three-person team from Adrian College successfully spelled Thursday, winning the fifth annual Corporate Spelling Bee.

Team member Patricia Mroczek, who is director of public relations at the college, recited 'troposphere' to win the bee, but she gave credit to her teammates for the team's success.

"Schism, that word scared me, but 'troposphere,' I knew that one," Mroczek said.

"Third time is a charm," said team member, Dr. Robert Ploegstra, who is an English professor at Adrian College.

Both Ploegstra and teammate Liz Gilson have participated in the spelling bee for three years, never making it to the final round before.

"I was worried about the '-ible' and '-able' words because you can't hear the difference."

Ploegstra said his background in Greek and Latin helped with the spelling. "The French words are tricky as far as I'm concerned. I've never taken French."

"There were a couple of words I was glad I didn't have, but I was confident about the words I had," said Gilson, who is editor and designer in public relations at Adrian College.

Beginning with words like 'spectrum,' 'lettuce,' and 'diagonal,' the number of teams on the stage at Siena Heights' Francoeur Theatre diminished from 17 to the last five.

The top five teams — Adrian College, Morenci Business Association, Lenawee Intermediate School District, Tecumseh Products Company and Wacker Silicones — were challenged with words like 'syndicate,' 'marathoner,' 'rudimentary,' and 'plagerize.'

The Morenci Business Association, represented by Kathye Mansell, Jeff Johnson and Sally Kruger, fell to the Adrian team in the final round when the word 'statistician' was misspelled.

Participants were given 20 seconds to discuss a word before an answer was required. The words, which were pronounced by Trudy McSorley, assistant professor of theatre/speech communication at Siena Heights College, and Donald Kleinsmith, associate professor of English/business at Adrian College, were given with a definition and in a sentence.

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